



PRIMARY
Start Small
Dream Big

THE **CAREERS &
ENTERPRISE**
COMPANY

Careers Impact Maturity Model

Primary Schools

A guide for reflection, dialogue and development

About this resource

This is a digital guidance document and is designed to be interactive.



Careers Impact Maturity Model for Primary Schools

Introduction

The Careers & Enterprise Company (CEC) is the independent national body preparing young people for their futures. CEC supports education settings, including primary schools, across England to deliver high-quality careers programmes and drive continuous improvement.

One way that secondary schools, specialist settings, colleges and ITPs are supported to deliver high-quality careers programmes, is through the Careers Impact System. The successful implementation of the Careers Impact System, which is now recommended by the Department for Education (DfE), has led to the development of a new version for primary schools, which this document outlines.

What is career-related learning at primary?

Career-related learning (CRL) in primary schools is about broadening pupil's horizons and aspirations, challenging stereotypes and helping them develop the skills and sense of self that will enable them to reach their full potential.

CRL at primary is about helping children begin to understand the world of work in a fun, age-appropriate and inclusive way. It introduces them to a wide range of jobs and career possibilities, helping them to see how their learning in school connects to real life opportunities.

Rather than focusing on making career choices, CRL at this stage is about sparking curiosity, raising awareness of opportunities and challenging stereotypes. CRL programmes and activities should be open to all pupils, while ensuring accessibility and relevance to individual needs.

What is the Careers Impact Maturity Model for Primary Schools?

The Careers Impact Maturity Model for Primary Schools is a framework to help primary educators to:

- 1| Organise career-related learning (CRL).
- 2| Drive the development of CRL.
- 3| Support professional reflection and school improvement planning.

Primary school leaders and practitioners can use the model to undertake a 'Careers Impact Internal Leadership Review', which is a reflection activity to help them quality assure CRL provision and identify opportunities for continuous improvement aligned to school priorities.

Useful links

- In [this video](#), a primary practitioner explains their school's approach to CRL.
- [Access training courses](#) for support with how to get started with CRL.
- Set clear learning outcomes for pupils using CEC's [primary outcomes framework](#).

Who is the Careers Impact Maturity Model for Primary Schools for?

The Careers Impact Maturity Model for Primary Schools is for any primary school leader or practitioner looking to develop their school's approach to career-related learning (CRL).

Stage of CRL experience	What the model could be used for
Our school doesn't have an approach to CRL yet.	Ideas for how to get started and what good practice looks like.
Our school has the foundations of an approach to CRL.	Insight into what steps you can take to evolve or embed practice further.
Our school has a well-developed and well-established approach to CRL.	Examine existing provision and elevate it as a driver for school improvement.

Why should our school use the Careers Impact Maturity Model for Primary Schools?

Research shows us that starting career-related learning (CRL) early is essential. Pupils start to adopt stereotypes and self-limiting beliefs from an early age. Such stereotypes can go on to influence career and subject choices.

CRL is vital in helping pupils understand the breadth of opportunities available to them. Early exposure to different roles and industries helps challenge stereotypes and expand pupils' understanding of what's possible. For learners experiencing additional barriers especially, for example those with additional needs or those in receipt of Free School Meals (FSM), CRL can raise aspirations and build resilience and confidence by showing them a future full of opportunity and developing the skills to prepare for it.

The CEC's Start Small; Dream Big pilot demonstrated that when schools explored and embedded strategic approaches to CRL they significantly improved pupils' understanding of the world of work and broadened their horizons around future career possibilities.

As such, the model supports leaders and practitioners to think about how CRL can be used as a driver for school improvement, for example when thinking about the personal development of pupils and how best to support their readiness for the next phase of education, transition and life beyond school.

By using the Careers Impact Maturity Model for Primary Schools, leaders can develop a shared vision and language for delivering CRL strategically and impactfully.

Impact examples from Start Small; Dream Big

- **75% of teachers** saw a decrease in pupils feeling restricted by stereotypes in relation to their future job/career.
- **Two-thirds of teachers** noted improved pupil confidence and a stronger sense of equal access to future labour market opportunities.
- **67%** observed their pupils' confidence in accessing a variety of jobs had grown.

How the model is structured

The model is organised into four columns that describe progressive and cumulative approaches to career-related learning across six best practice themes. Later columns do not replace earlier practice. They reflect a deepening, strengthening and integration of what already exists.

Column focus	What changes
Column 1	Practice is occasional and may depend on individuals or isolated activity.
Column 2	Practice is regular and planned, supported by expectations and shared approaches.
Column 3	Practice is routine and consistent across the setting, under-pinned by intentional design and established systems.
Column 4	Practice is embedded and sustained through leadership, governance and whole-setting systematic planning, review and improvement.

How can the Careers Impact Maturity Model for Primary Schools be used to carry out an Internal Leadership Review?

- **Step 1:** identify a group of colleagues who can sit down together and carry out the review. For inclusivity and impact, the group should include the Headteacher or another member of SLT and SENCo. It could also be useful to invite a curriculum lead, for example for PSHE, as well as support staff.
- **Step 2:** host a meeting (you may need between 1-2 hours) and reflect on each of the statements displayed under each of the six themes of the Maturity Model and select which ones best describe the practice in your setting (Column 1 practice should be secure before moving on to Column 2 and so on).
- **Step 3:** when you have agreed best fit statements for all 6 themes, identify and celebrate areas of strength and 2-3 areas for development, and agree an action plan or set of next steps. Remember, regardless of which column you identify your practice as falling into, it should be celebrated as any CRL provision is a positive step towards broadening aspirations, challenging stereotypes and developing skills for the future.

[Here](#) are some examples of how primary schools have approached the review process.

[Here](#) are some examples of how secondary schools and colleges have approached the review process.

Any school, regardless of starting point can use the model, but for guidance on the basic building blocks for getting started:

- [The Six Principles for CRL and tips for embedding them](#)
- [Checklist for encounters with employers](#)
- [Educator Learning Journey for Primary](#)

Glossary

Careers Impact Internal Leadership Review

A reflection activity to support quality assurance of CRL provision and the identification of opportunities for continuous improvement aligned to school priorities.

Career-related learning (CRL)

The term used to encompass early childhood activities in primary schools designed to give children a wide range of experiences of and exposure to education, transitions and the world of work.

Career-related learning [or careers] strategic plan

A 2-3 year plan of action which sets out the vision and strategic priorities for CRL in a school, and details how the proposed programme will be implemented and evaluated (including objectives, tasks, responsible staff, resources, completion dates). [Here](#) is an example of a primary CRL strategy.

Careers learning journey [or programme]

A way for schools to present the pupil's unfolding sequence of career-related experiences and outcomes. This could be a visual roadmap showing milestones, learning outcomes and key activities by year group, linked to the vision of the CRL programme or strategy. [Here](#) is an example of how a primary school has linked a careers learning journey to their CRL strategy.

CEC

The Careers & Enterprise Company - the independent national body preparing young people for their futures.

Child-typical

'Child-typical' careers refer to the limited range of occupations that primary-aged children typically know about and aspire to, usually those they encounter directly in their communities such as teachers, nurses, veterinarians, and emergency service workers.

FE

Further education (e.g. college).

HE

Higher education (e.g. university).

Maturity Model

A framework used to assess and improve quality assurance practices within education settings.

NEET

Not in education, employment or training.

Parents and carers

This refers to all family structures.

School

This refers to schools, specialist settings and alternative provision.

Theme 1

Leadership, vision and planning for strategic development

1.1 Leadership of career-related learning (CRL)	A named staff member has informal responsibility for CRL.	A named member of staff has agreed responsibility for CRL with identified time allocated to the role.	A named member of staff has defined responsibility for CRL, with allocated time, identified resources, and a role within planning and coordination. Other members of staff support CRL within their roles.	Responsibility for CRL is clearly defined and embedded within whole-school leadership structures. Provision includes a distributed model of responsibility, with defined roles across staff for planning and delivery. CRL is referenced within whole-school planning processes, including alignment with wider school priorities.
1.2 Vision, intent and ambition for CRL	The school vision and values include aspiration-raising or community engagement.	There is a clear, age-appropriate vision for CRL linked to school values that includes the preparation of pupils for their futures.	The vision and ambition for CRL is shared and understood by leaders, governors, staff, pupils and external stakeholders including parents and carers.	The vision for CRL is forward-looking and inclusive. It is included in the school improvement plan, informing curriculum design and shaping long-term culture.
1.3 Strategic planning for CRL	CRL activity is delivered on an occasional basis, often linked to specific opportunities (e.g. one-off events or visitor input).	A plan for CRL activity is in place, aligned to areas such as personal development, PSHE or enrichment. Planning identifies regular opportunities to include CRL within existing curriculum and school activity.	A CRL plan is used to organise delivery across the school year. The plan includes defined roles, responsibilities, and identified points for delivery across all year groups. The plan is used to schedule and coordinate CRL within curriculum and wider school activity.	A CRL plan is part of a longer-term, multi-year approach across year groups and phases. The plan is integrated within whole-school processes, including curriculum, enrichment, and development planning. Defined processes are in place to review and update the plan as part of ongoing planning cycles.
1.4 SLT engagement	Senior leaders are aware of CRL and support occasional activity within the school.	Senior leaders are regularly involved in discussions about CRL. Provision includes identified opportunities for SLT to support planning and development of CRL activity.	Senior leaders routinely engage with CRL as part of curriculum and personal development planning. CRL is included within identified school processes, with SLT involvement in coordination and oversight.	Senior leaders systematically include CRL within whole-school planning and decision-making processes. CRL is referenced within school improvement planning, with defined roles, structures, and oversight at leadership level.

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Leadership, vision and planning for strategic development

1.5 Governance	Governors have some awareness of CRL and its relevance in a primary context. CRL is discussed occasionally at governing body meetings.	Governors are supported to understand the principles of primary CRL and the vision for CRL at the school. CRL is discussed on a regular basis at governing body meetings, linked to personal development, PSHE or enrichment.	The governing body takes an active interest in CRL and routine reporting against agreed CRL outcomes is embedded as a standing item within governing body meetings e.g. broadening aspirations, challenging stereotypes and skills development.	Governance actively shapes the CRL strategy, monitors impact, and champions it externally. Governors offer systematic support and challenge to ensure a commitment to continuous improvement and quality assurance of CRL. There may also be a designated careers link governor.
1.6 Staff CPD	Staff are occasionally signposted to CRL resources (e.g., those on the CEC's Primary Platform). Provision includes informal opportunities for staff to access information about the world of work (e.g. through visitors or off-site activity).	Some staff access CPD related to CRL (e.g. INSET, network or cluster sessions). A named member of staff with responsibility for CRL accesses CPD relevant to their role.	CRL is routinely included within staff CPD provision. Provision includes planned opportunities for teaching staff, curriculum leads and support staff to engage with CRL approaches within curriculum and delivery. The member of staff responsible for CRL accesses regular CPD and contributes to coordination of staff development in this area.	CRL is systematically included within whole-school CPD planning. Provision includes structured and ongoing opportunities for staff to engage with approaches to CRL, including curriculum application, aspirations development and wider school activity. Defined processes are in place for sharing practice within and beyond the school. Opportunities for staff to experience workplace-related contexts may be included within CPD planning.
1.7 Maximising existing opportunities	CRL is occasionally referenced within lessons, off-site visits, or when visitors are invited into school.	Opportunities to include CRL are regularly identified across existing curriculum and school activities. Provision includes references to CRL within areas such as curriculum planning, enrichment, rewards systems, school displays, the assembly programme and off-site visits.	CRL is routinely incorporated within existing systems and structures across the school. Provision includes consistent use of opportunities within curriculum planning, enrichment, resources, and wider school activity (e.g. assemblies, displays, visits). Approaches include contributions from parents, carers, and the wider school community.	CRL is systematically integrated within existing school systems, structures, and processes. Provision is visible and includes coordinated use of curriculum, enrichment, and wider school activity, with CRL referenced across planning documentation. Defined approaches are in place to identify and include CRL within existing opportunities over time.

Theme 2

Inclusion and impact for all pupils

2.1 Development of a progressive careers learning journey	Pupils take part in occasional CRL activities (e.g. assemblies, visitors, themed activities). The careers provision includes activity that supports pupils to: • develop self-awareness and curiosity. • build opportunity awareness. • challenge stereotypes and misconceptions. • begin to develop decision-making skills through guided reflection and choice. • understand how skills and learning support future transitions.	CRL includes regular planned activities. Provision includes opportunities across the curriculum to explore jobs, skills, and future pathways. Planning links CRL to areas such as PSHE or topic work. Activities reflect the key areas of CRL outlined within provision.	CRL is routinely planned across year groups. A careers learning journey is in place, outlining progression in activities and content. The journey is underpinned by clear need-appropriate outcomes and skills development creates a golden thread throughout. Provision includes defined areas of learning for CRL, referenced within curriculum planning. CRL is incorporated within subject and whole-school planning.	A structured careers learning journey is in place across all year groups, supporting coherent transition and progression across all phases, including for those with SEND. Provision is mapped across the curriculum, with content and activities aligned to the defined areas of CRL and inclusive of pupil need. These areas are used to structure planning, delivery, and review of CRL over time. The careers learning journey is shared across the school community, including with parents and carers, through curriculum information and communication.
2.2 Inclusion for all pupils	CRL is delivered occasionally for pupils, providing opportunities to explore the wider world. Provision offers a foundation for developing awareness of pupils' diverse backgrounds, needs, and experiences.	CRL regularly reflects the diversity of the pupil population, with consistent use of inclusive examples, resources, and approaches. Staff demonstrate growing confidence in recognising and responding to different needs, supporting wider participation across groups.	CRL is routinely designed to reflect and enable access across the diversity of the pupil population, with embedded use of inclusive examples, resources, and approaches. Staff confidently recognise and respond to differing needs, adapting practice to ensure high levels of engagement and participation across all groups.	CRL is systematically planned, reviewed and refined to ensure it fully represents and responds to the diversity of the pupil population. Pupil voice, progress information, and collaboration inform a rich, representative curriculum that empowers every child. Staff confidently apply equitable outcomes and sustained participation for all groups of pupils in planning, ensuring approaches are consistently responsive and adaptive.
2.3 Recording systems	Recording of CRL occurs occasionally, capturing some pupil experiences and activities.	Recording of CRL occurs regularly, building on occasional practice to capture a broader range of pupil experiences and activities (e.g. in PSHE tracking or enrichment logs).	CRL recording is routinely structured and embedded, building on regular and occasional practice to provide a clear picture of pupil skills, aspirations and interests over time. Records capture meaningful pupil engagement, learning, and progression, and are used effectively to inform planning, celebrate achievements, and support continuity across year groups.	CRL recording systems are systematically embedded, providing a clear and accessible picture of learning for all pupils. Information and insights (e.g. tracking aspiration, confidence, and exposure) are used to inform provision and support individual pupil development. Records are used across staff, pupils, and stakeholders, supporting understanding of pupil experiences, learning over time and transitions.

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Theme 2

Inclusion and impact for all pupils

2.4 Evaluation and observation of impact on pupils	The impact of CRL is considered on an occasional basis. Provision includes informal review of activities, including participation and coverage.	The impact of CRL is regularly reviewed. Provision considers participation and coverage and includes gathering pupil feedback through discussions, simple surveys, observations or reflection activities.	Evaluation of impact is routinely planned within CRL. Provision includes defined approaches for reviewing patterns in participation, coverage, curriculum alignment and impact on pupils' skills, attitudes, outcomes and aspirations over time. Information, including pupil voice, is reviewed over time as part of ongoing evaluation of provision.	Evaluation of impact is systematically planned and embedded within school processes. Provision includes structured approaches to reviewing patterns over time, including participation, coverage, curriculum alignment and impact on pupil development. Pupils actively contribute to evaluating and shaping provision, supporting a culture of reflection, improvement and broad aspirations for every child. Defined processes are in place to use this information within planning, development, and review of CRL.
2.5 Parental and carer engagement	Parents and carers are occasionally informed about CRL. Information about activities and experiences taking place in school is shared on an occasional basis.	Parents and carers are regularly informed about CRL (e.g. careers days, visitor sessions). Information about the school's approach to CRL is available through the website and other communication channels. Some parents and carers engage with career-related activities and related information.	Parents and carers are routinely included in CRL communication. Structured opportunities are in place for parents and carers to access information and contribute to activities. Approaches support all parents and carers to engage with information related to pupils' experiences, aspirations and skills.	Parental and carer engagement in CRL is systematically planned within whole-school approaches. Communication is structured and consistent, with established processes for sharing information with all parents and carers Defined approaches are in place for parents and carers to engage with CRL and access information about pupil experiences, aspirations and skills over time.
2.6 Quality assurance of the CRL programme	Review of CRL occurs occasionally. Some reflection on activities and provision takes place.	Quality assurance processes are applied regularly, including opportunities to review provision through staff feedback and discussion. Simple measures are used at intervals to identify aspects of CRL provision.	A clear and consistent approach to quality assurance is in place, including routine review of planning and delivery (e.g. through learning walks and book scrutiny). CRL is reviewed against defined criteria, such as the CEC's 'CRL outcomes and objectives for primary pupils' or the CDI framework.	Quality assurance for CRL is systematically planned within wider school processes. A range of evidence, including progress and assessment information, is collected and reviewed through established approaches. Quality assurance is aligned with whole-school systems and may include external validation or recognised quality marks.

Theme 3

Awareness of future pathways and opportunities

3.1 Pupil understanding of what happens after education	CRL occasionally includes references to different progression routes beyond school (e.g. college, university, apprenticeships). Provision includes examples that show continued learning and skills development beyond school in an age-appropriate way to support pupils to recognise that people do different types of work in different places.	CRL regularly includes examples of learning beyond school through curriculum content, stories, or topics. Provision includes references to different types of learning environments and progression routes and helps pupils make simple connections between what they learn in school and future opportunities.	CRL is routinely planned to include a range of examples of further learning and progression beyond school. Provision includes structured use of curriculum content and resources that represent different learning environments and pathways (e.g. college, university, apprenticeships) and helps pupils understand that jobs require different skills, vary by location, and are shaped by technology and change.	CRL is systematically planned and embedded to include consistent representation of further learning and progression beyond school. Provision includes structured and coherent use of curriculum content, resources, and whole-school communication to reflect a wide range of learning environments and pathways and provides space for pupils to reflect on how their own interests, strengths and values may influence their future choices.
3.2 Exploration of the world of work and the different ways to get there	CRL occasionally includes opportunities for pupils to be curious about the world of work and to explore jobs and workplaces. Provision includes examples of different roles and working environments.	CRL regularly includes a range of jobs and sectors. Provision includes examples of how people enter different roles (e.g. education, training, experience). Content includes references to changes in the world of work, including technology and other influences, and opportunities for pupils to reflect on how these influences may create new opportunities for them.	CRL is routinely planned to include a broad range of jobs, sectors, and entry routes. Provision routinely includes careers information within projects or themed learning. Content includes different ways of accessing work (e.g. education, training, experience, skills development), and examples of employment, self-employment, and entrepreneurship.	CRL is systematically planned and embedded to include a wide range of jobs, sectors, and entry routes. Provision includes structured use of careers information, including content on how roles are accessed through different pathways, and embeds opportunities for pupils to talk about possible future learning and career paths to careers they are interested in. Content systematically reflects features of the local, regional or national world of work, including change over time, skills demand, and variations in employment types.
3.3 Encounters with further and higher education	CRL occasionally includes opportunities for pupils to meet further and higher education providers.	CRL regularly includes opportunities for pupils to learn about further and higher education, through stories, visitors, or encounters.	CRL is routinely planned to include encounters with further and higher education. Content includes the opportunity for all pupils to experience what these settings are like and may involve visits from past pupils to talk about their post-school journeys.	CRL is systematically planned to include aspirational experiences of further and higher education, including relevant and inspiring options for learners requiring additional support. Visibility is profiled e.g. in displays, on the website and within a variety of stakeholder communications.

Theme 4

Linking curriculum learning to careers

4.1 Curriculum planning, development and time for CRL	CRL is occasionally included within the curriculum through planned activities and links to areas of learning. Provision includes some identified opportunities for CRL within curriculum time or enrichment activity.	CRL is regularly included through planned provision such as PSHE, assemblies, themed weeks, or enrichment activity. Time is allocated for CRL within the curriculum, with regular opportunities identified across the school year for exploration of the wider world.	CRL is routinely integrated into curriculum planning across year groups and for all pupils. Provision includes identified opportunities within PSHE, subject learning, topic-based work, and/or cross-curricular projects. Curriculum planning includes links to skills, future pathways, and real-world contexts.	CRL is systematically planned across all year groups and for all pupils, with identified links embedded within curriculum planning. Provision is mapped within schemes of work and curriculum plans, including references to careers, sectors, and pathways. Time for CRL is planned and incorporated within whole-school curriculum structures.
4.2 Relevance of learning to future pathways and the world of work	Teachers occasionally highlight examples of how subjects link to real-life situations and jobs.	Teachers regularly highlight real-world links in lessons to support pupils to be curious about the world of work, using examples and contexts across the curriculum.	Teachers routinely plan for links to future pathways and the world of work across curriculum subjects. Curriculum planning routinely includes references to skills, careers, and real-world contexts and supports pupils to see the value of their learning in relation to the future.	Links between curriculum learning, future pathways, and the world of work are systematically planned and embedded across all curriculum areas and year groups. Curriculum documentation (e.g. schemes of work and lesson plans) consistently includes explicit references to careers, skills, sectors, and the real-world and pupils are supported to see themselves in a broad range of future possibilities. Whole-school approaches are in place to ensure these links are identified, mapped, and included within curriculum planning over time.
4.3 Common language for skills and careers	Skills and career-related concepts and vocabulary are occasionally included within lessons. Provision includes some examples of skills and careers language used across different areas of learning.	Skills and career-related vocabulary is regularly used within lessons and across curriculum areas. Provision includes reference to a structured approach to skills development (e.g. the Skills Builder Universal Framework), used by staff across subjects and year groups.	A shared skills and careers vocabulary is routinely used across curriculum areas and year groups. Provision includes consistent use of a defined skills framework within curriculum planning and delivery. Skills and careers language is referenced within classroom practice, including teaching, discussion with pupils about the skills they will need for the future, and curriculum materials including financial and digital literacy.	A shared skills and careers vocabulary is systematically planned and implemented across the school and communicated with parents and carers. Provision includes structured use of a defined skills framework within curriculum documentation, teaching approaches, and wider school systems (e.g. displays, resources, and communication). Consistent approaches are in place for the use of skills and careers language across staff, curriculum areas and year groups.

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Theme 4

Linking curriculum learning to careers

4.4 Supporting the development of skills, confidence and character	Opportunities for pupils to develop skills, attributes, and resilience are occasionally present within lessons and extra-curricular activities.	Pupils are provided with regular and varied opportunities to practise skills and develop positive attributes such as perseverance and independence. There is a deliberate focus on building hope, optimism and skills for the future. Intentional positive language is used to challenge stereotypes and build confidence.	Pupils are routinely provided with opportunities to practise, develop and apply skills, attributes, confidence and resilience within learning. A mechanism for tracking progress in skills development is in place, informing where time and resource is allocated.	Skill development, confidence, and resilience are systematically embedded across all aspects of learning, with rich and meaningful opportunities for all pupils. Regular, planned opportunities for pupils to build their own self-esteem and build a strong sense of their own identity, including through developing skills and interests, are embedded into the curriculum.
4.5 Opportunity for pupils to reflect	Opportunities for pupil reflection are included occasionally within CRL. Provision includes simple prompts or discussions about activities, enjoyment or experiences.	Pupils are provided with regular opportunities (e.g. discussions, prompts, or simple journals) to develop their reflective thinking. There is a deliberate focus on encouraging pupils to set goals for their own skills development and reflect on their growth.	Reflection is routinely planned within CRL and includes structured opportunities within lessons and activities. Provision links to personal development and includes approaches for recording or discussing reflections linked to experiences, skills, goals and growth.	Reflection is systematically planned and embedded within CRL across the curriculum. Provision includes structured and consistent approaches to reflection within curriculum planning, teaching, and recorded activity. Defined processes are in place for all pupils to use reflection to set goals, make connections between their experiences, skills, and future pathways and revisit reflections over time.

Theme 5

Encounters with employers and experiences of workplaces

5.1 Encounters with employers	Employer involvement in CRL occurs occasionally. Provision includes some opportunities for pupils to hear from employers about jobs, workplaces, or roles when opportunities arise.	Employers and role models are regularly included in planned CRL activities. Provision includes opportunities for interaction with employers, such as listening to speakers or asking simple questions linked to curriculum areas or topics.	Employer engagement is routinely planned within CRL. Provision includes structured opportunities for interaction with employers (e.g. prepared questions, themed sessions, or linked activities). A range of employers from different sectors are included within curriculum-linked activities.	Employer engagement and interaction are systematically planned and embedded within CRL and wider school provision. Provision includes a broad and varied range of employers integrated within curriculum and enrichment planning. Structured approaches to interaction are consistently used, including defined elements such as preparation, engagement, and follow-up within curriculum or activity design. Approaches are aligned across the school and may include collaboration with external partners or networks (e.g. Careers Hubs).
5.2 Experiences of workplaces	CRL occasionally includes references to workplaces and working environments. Provision includes examples of workplaces through stories, images, role play, or simple activities.	CRL regularly includes opportunities to explore workplaces through curriculum content, stories, role play, or virtual experiences. Provision includes examples of different working environments and roles within them. Visits to workplaces regularly take place within the curriculum, including exploration of school as a workplace.	CRL is routinely planned to include a range of experiences related to workplaces and working environments, underpinned by clear learning outcomes. Provision includes structured use of activities such as virtual visits, role play, case studies, and curriculum-linked tasks. Opportunities for workplace visits are routinely planned within the curriculum. Simple preparation and age-appropriate activities are included during and after these experiences.	CRL is systematically planned and embedded to include a coherent range of inclusive workplace-related experiences across all year groups. Provision includes a planned mix of approaches (e.g. curriculum-based learning, virtual experiences, and workplace visits). Workplace visits are incorporated within curriculum planning at identified points. Structured approaches are used for workplace experiences, including planned elements such as preparation and follow-up within curriculum design. Experiences are carefully designed to help all pupils to see themselves in diverse and future-focused workplaces.
5.3 Supporting pupils to challenge misconceptions and stereotypes	CRL occasionally includes examples of a range of roles and people through stories, activities, or discussions. Provision includes some representation of different backgrounds, roles, and pathways.	CRL regularly includes examples that represent a range of roles, people, and pathways. Provision includes planned opportunities within curriculum content to present alternative perspectives and examples related to jobs and careers. A careers learning journey identifies opportunities to include this content across key stages.	CRL is routinely planned to include opportunities to address misconceptions and stereotypes across curriculum areas. Provision includes consistent use of diverse examples, case studies, and content representing a range of roles, sectors, and pathways. Approaches are identified within curriculum planning and reviewed as part of ongoing delivery to support pupils to talk about stereotypes and understand that their careers choices are not limited by them.	CRL is systematically planned and embedded, fostering a culture of inclusion. Provision includes structured approaches to addressing misconceptions and stereotypes across the curriculum, including as part of personal development. Provision supports pupils to see themselves in a wide range of roles and pathways. It includes mapped and consistent use of diverse and representative content across subjects, resources and curriculum materials. Approaches are integrated within planning, delivery, and review processes at a whole-school level.

Theme 6

Individual Support and Preparation for Successful Transitions

6.1 Preparing for successful transitions	CRL occasionally includes references to transition points beyond primary school. Provision includes some activities or information related to moving to the next stage of education, including building skills and curiosity for the future.	CRL regularly includes planned activities related to transition, including the move to secondary school. Provision includes opportunities to explore aspects of transition, such as changes in setting, routines, or expectations, as well as skills.	Preparation for transition is routinely planned within CRL and wider school activity. Provision includes structured activities and curriculum links related to transition points. Processes are in place to record and share relevant information about CRL as part of transition arrangements, including aspirations, skills and experiences.	Preparation for transition is systematically planned and embedded within CRL and whole-school processes. Provision includes defined and consistent approaches to transition, including integration within curriculum planning and coordinated activity across year groups, and may include co-designed activities with receiving settings (e.g., the secondary school Careers Leader). Established processes are in place for sharing information with receiving settings, families and other relevant stakeholders.
6.2 Supporting pupils to broaden aspirations	Some information relating to pupil interests or aspirations is gathered through informal approaches (e.g. classroom discussion). Provision includes occasional opportunities for pupils to share ideas about jobs or future roles.	Information about the interests and aspirations of every pupil is collected at intervals using simple approaches (e.g. discussions or surveys). Provision includes opportunities for pupils to express preferences or interests related to jobs or future pathways. Processes are in place to share this information with staff.	Information about the interests and aspirations of every pupil is routinely collected and recorded across all year groups. Provision includes structured approaches (e.g. surveys, activities, or recorded reflections) to capture this information. Processes are in place to review patterns in exposure to different roles, sectors, and pathways.	Information about the interests and aspirations of every pupil is systematically collected, recorded and reviewed across the school. Provision includes defined approaches for tracking this information over time, including identified points for collection. Processes are in place to use this information within planning and review of CRL to ensure provision challenges stereotypes, broadens horizons and supports effective transitions for all pupils.
6.3 Effective use of success stories	Success stories (e.g. pupils who have transitioned to secondary school) are occasionally shared across the school community. Provision includes some examples of different pathways and experiences.	Success stories are regularly shared across the school community, including examples from a range of pathways at key transition points (e.g. academic, technical, and vocational routes). Provision includes contributions from former pupils, secondary learners, or other role models. Opportunities are in place for pupil voice to be included in sharing experiences.	Success stories are routinely incorporated across curriculum, enrichment, and CRL activity. Provision includes a range of examples representing different backgrounds, roles, and routes. Success stories are included within planned activities and curriculum content through structured approaches.	Success stories are systematically planned and embedded across curriculum areas, assemblies, enrichment and wider school communication. Provision includes consistent use of a range of sources (e.g. former pupils, learners at different stages and other role models). Approaches to selecting and sharing success stories are defined within planning, reviewed as part of CRL processes and inclusive of pupil voice input.

Reflections

Theme 1 reflections	
We most frequently fall into column:	
Our area of strength is:	
Our area for development is:	
An action we will now take is:	

Theme 2 reflections	
We most frequently fall into column:	
Our area of strength is:	
Our area for development is:	
An action we will now take is:	

Reflections

Theme 3 reflections

We most frequently fall into column:	
Our area of strength is:	
Our area for development is:	
An action we will now take is:	

Theme 4 reflections

We most frequently fall into column:	
Our area of strength is:	
Our area for development is:	
An action we will now take is:	

Reflections

Theme 5 reflections

We most frequently fall into column:	
Our area of strength is:	
Our area for development is:	
An action we will now take is:	

Theme 6 reflections

We most frequently fall into column:	
Our area of strength is:	
Our area for development is:	
An action we will now take is:	

THE CAREERS & ENTERPRISE COMPANY

[Our Impact](#)

[Our evidence](#)