

Year group	Autumn	Spring	Summer
Nursery	People and Communities		
	<ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them. • Show interest in different occupations and ways of life. 		
Reception	<p style="text-align: center;">Caring and Helping Others</p> <ul style="list-style-type: none"> • Reduce gender-specific career/role stereotypes. • To recognise and meet new people with a variety of jobs in the community and ask appropriate questions. 	<p style="text-align: center;">Keeping us Safe</p> <ul style="list-style-type: none"> • Keeping us safe in school • Encourage children to think carefully, to develop positive attitudes towards themselves and others, to recognise and have confidence in their own abilities and talents. • Keeping us safe in the community 	<p style="text-align: center;">Caring for our World</p> <ul style="list-style-type: none"> • Reduce gender-specific career/role stereotypes. • Expose children to jobs other than those commonly known to younger children. • Engage parents/carers in the process and so change their attitudes, perceptions and aspirations relating to their children’s education and career choices.
KS1	<p style="text-align: center;">Aspirations (Core 1 – Health & Wellbeing)</p> <ul style="list-style-type: none"> • To think about themselves, learn from experiences and recognise what they are good at. • To recognise choices that they can make and value their achievements. • To learn how to set simple goals and targets for themselves. 	<p style="text-align: center;">Money & Finance (Core 3 – Living in the Wider World)</p> <ul style="list-style-type: none"> • Understand where money comes from. • Recognise notes & coins. • Understand the role of money in our society. 	<p style="text-align: center;">Money & Finance (Core 3 – Living in the Wider World)</p> <ul style="list-style-type: none"> • To identify the different types of work people do and learn about different places of work. • To gain a basic understanding of enterprise. • To contribute to enterprise activities.

Lower KS2	<p>Gender stereotypes (Core 3 – Living in the wider world)</p> <ul style="list-style-type: none"> • To know the terms 'discrimination' and 'stereotype'. • Challenge stereotypes relating to gender and work. • Recognise why people work. • Identify the range of jobs carried out by people they know. • Reflect on the range of skills needed in different jobs. 	<p>Money Choices (Core 3 – Living in the wider world)</p> <ul style="list-style-type: none"> • To learn about and reflect on their own spending habits/choices. • To understand why financial management and planning is important from a young age. • Recognise what influences the choices people make about how money is spent. 	<p>Managing Money (Core 3 – Living in the wider world)</p> <ul style="list-style-type: none"> • To learn about and reflect on their own spending habits/choices. • To understand why financial management and planning is important from a young age. • Suggest how they can contribute to a range of activities that help them to become more enterprising.
5	<p>Gender stereotypes (Core 2 – Relationships)</p> <ul style="list-style-type: none"> • To learn about gender discrimination and its impact. • To challenge stereotyping and discrimination 	<p>Raising Money (Core 3 – Living in the Wider World)</p> <ul style="list-style-type: none"> • To know and understand the principles of charity work. 	<p>Budgeting & Consumer sense (Core 3 – Living in the wider World)</p> <ul style="list-style-type: none"> • To learn about budgeting and what it means to budget. • To understand why financial management and planning is important from a young age. • To know and understand financial terms such as loan, interest, tax and discount. • To make connections between their learning, the world of work and their future economic wellbeing. • To show initiative and take responsibility for activities that develop enterprise capability. • To know and understand the principles of enterprise. • To understand profit and loss.
6	<p>Gender stereotypes (Core 2 – Relationships)</p> <ul style="list-style-type: none"> • To learn about gender discrimination and its impact. • To challenge stereotyping and discrimination 	<p>Personal & Economic Wellbeing</p> <ul style="list-style-type: none"> • Increase their understanding of the link between education, qualifications and work opportunities. • Reduce gender-specific career/role stereotypes. • Improve skills, including team-work and independence. • Increase understanding of different sources of help/advice about making choices. • Improve attendance and attainment. 	<p>Transition and Building a Future</p> <ul style="list-style-type: none"> • Increase pupils' awareness of career/work opportunities and labour market information, especially in Stoke on Trent. • Reduce pupils' concerns about transition and improve transition to secondary school. • Increase self-confidence, especially around transition to secondary school. • Engage parents/carers in the process and so change their attitudes, perceptions and aspirations relating to their children's education and career choices.

*Careers planning linked to Dimensions PHSE and GATSBY Benchmark

