

## **Careers Advice at Pitton CofE (VA) Primary School**

Pitton CofE (VA) Primary School recognises the important role that is played by primary schools in enabling children to have high aspirations about their future through independent and impartial careers advice. We endeavour to provide children with a range of meaningful experiences, visits and visitors that teach them about the world of work and provide information about future careers.

The aims of our approach to careers are:

- To ensure that children experience meaningful interaction with the world of work.
- To ensure that by the time that children transfer to secondary education they have knowledge of a range of careers.
- To ensure that when children transfer to secondary school they are ready for the next stage in their education, being equipped with the necessary skills and knowledge, thus preparing them for the world of work which lies ahead.

We try to ensure that children are given a wide range of experiences of professions and job roles these include; police officers, fire officers, medical professionals, vets, sports coaches, dancers/ gymnasts, politicians, builders, members of the armed services and workers from the hospitality and entertainment industries. Members of our wider school community support us with the delivery of this. A variety of visitors are arranged for classes and assemblies. Pupils also carry out age appropriate tasks about wishes for their future careers during PSHE lessons.

# How do pupils at Pitton CofE (VA) Primary School receive independent and impartial careers advice?

## Curriculum Experiences

- Mottisfont House (colour in art – artist Kaffe Fassett)
- Science workshop at Salisbury Cathedral
- Winchester Science Centre
- Salisbury Museum - Toys
- Beaulieu Motor Museum (Transport)
- Salisbury Train Station tour and train journey (Transport)
- Wagamama restaurant (Japan)
- Winchester Science Centre
- Salisbury Museum - Toys
- Salisbury Playhouse 'Beginners Please' participation project
- Sea City Museum Southampton (Titanic)
- Roman Baths in Bath (Romans)
- River Field Study (Rivers)
- Music: Bournemouth Symphony Orchestra 'Live' and 'Primary Live' projects
- Tile Barn residential visit (outdoor/adventurous instructors)
- Tower of London (London our capital city)
- Chalke Valley History Festival
- Music: Bournemouth Symphony Orchestra 'Live' and 'Primary Live' projects
- Junior Good Citizen – police, RSPCA, fire brigade,

## Visitors

- Historians
- Recycling/Conservationist
- Sports for Champions – high jumper Rob Mitchell
- Andy Cope – author visit (Spy Dog series)
- Debi Evans – author visit
- 'Chance to Shine' cricket coaching
- British Science Week: scientists (Porton Down), recycling expert, nutritionist
- Emergency Services Day – doctors (first aid); fire brigade (safety in the home)
- John Glen (MP)
- Nick Angell (Illustrator)

## Key principles in PSHE are that children:

- are able to recognise and challenge stereotypical views of opportunities in learning and work
- understand that stereotypical decision making can have financial implications
- consider learning and work options that are not generally associated with their school
- consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background
- make successful transitions when they choose non-traditional opportunities
- feedback that they recognise, and reject, learning and work stereotypes.

## Extra-curricular clubs (before or after school)

- Musical Theatre Club \*
- Infant gymnastics\*
- Junior multi-sports\*
- Dance Club\*
- Netball Club
- Football Club\*
- Infant music – keyboards
- Recorder and Ukulele Club
- Computing/coding club (with IT specialist parent helpers)

**Key principles in PSHE are that children:**

- are able to recognise and challenge stereotypical views of opportunities in learning and work
- understand that stereotypical decision making can have financial implications
- consider learning and work options that are not generally associated with their school
- consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background
- make successful transitions when they choose non-traditional opportunities
- feedback that they recognise, and reject, learning and work stereotypes.

