

# 1 The Framework

## 1.1 Learning areas

The six learning areas for lifelong career development are:

### Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



### Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



### Manage career

Manage your career actively, make the most of opportunities and learn from setbacks.



### Create opportunities

Create opportunities by being proactive and building positive relationships with others.



### Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



### See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.



### Grow Through Life

Grow throughout life by learning and reflecting on yourself, your background and your strengths

Early Years	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
<p>Being aware of people who can help them</p> <p>Being aware how they feel when they have learnt something new</p> <p>Being willing to try something new</p> <p>Recalling what they have experienced and achieved</p> <p>Feeling positive about who they are</p>	<p>Being confident to request help</p> <p>Recognising their successes in learning</p> <p>Being willing to challenge themselves</p> <p>Exploring what they have experienced and achieved</p> <p>Feeling positive about people whose identities and backgrounds are different to theirs</p>	<p>Being able to explain how they acted on help.</p> <p>Recognising what they want to learn next and when they are successful</p> <p>Being willing to take on challenges that help them to grow.</p> <p>Recording and commenting on what they have experienced and achieved.</p> <p>Relating to people whose identities and backgrounds are different to theirs.</p>	<p>Being aware of the sources of help and support available and responding positively to feedback</p> <p>Being aware that learning, skills and qualifications are important for career</p> <p>Being willing to challenge themselves and try new things</p> <p>Recording achievements</p> <p>Being aware of heritage, identity and values</p>	<p>Responding positively to help, support and feedback</p> <p>Positively engaging in learning and taking action to achieve good outcomes</p> <p>Recognising the value of challenging themselves and trying new things</p> <p>Reflecting on and recording achievements, experiences and learning</p> <p>Considering what learning pathway they should pursue next</p> <p>Reflecting on their heritage, identity and values</p>	<p>Actively seeking out help, support and feedback</p> <p>Taking responsibility for their learning and aiming high</p> <p>Seeking out challenges and opportunities for development</p> <p>Reflecting on and recording achievements, experiences and learning and communicating them to others.</p> <p>Planning their next steps in learning and work</p> <p>Discussing and reflecting on the impact of heritage, identity and values.</p>

### Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces

Early Years	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
<p>Describing tasks that they have carried out</p> <p>Discovering the jobs that help the school to run</p> <p>Recognising jobs that involve harvesting, making and providing a service or finding out</p>	<p>Being aware that jobs are made up of tasks</p> <p>Exploring what people do whose jobs involve caring for children and keeping them safe</p> <p>Being able to give examples of jobs in different sectors</p>	<p>Being able to explain what tasks they would like and like least about particular jobs</p> <p>Finding out about the qualities and skills learning to do a caring job</p>	<p>Being aware of the range of possible jobs</p> <p>Identifying common sources of information about the labour market education system</p> <p>Being aware of the main pathways (e.g. university,</p>	<p>Considering what jobs and roles are interesting</p> <p>Researching the labour market and the education system</p> <p>Recognising the main learning pathways and considering which one they want to follow and</p>	<p>Developing a clear direction of travel in their career and actively pursuing this</p> <p>Actively seeking our information on the labour market and education system to support their career</p>

<p>Being able to identify jobs that they think are similar</p> <p>Identifying what the clothes and equipment that people use in their jobs are for</p> <p>Being able to identify the subjects and topics they are learning about</p>	<p>Being able to explain their views about similarities and differences between jobs</p> <p>Investigating similarities and differences between men's and women's work clothes</p> <p>Being able to explain what they are gaining from the subjects and topics they are learning about.</p>	<p>Being able to design a scheme for classifying a set of jobs</p> <p>Being able to explain what interests them about particular jobs</p> <p>Exploring the connection between uniforms and status</p> <p>Recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers.</p>	<p>college and apprenticeships)</p> <p>Being aware that many jobs require learning, skills and minimum qualifications</p> <p>Being aware of the range of different sectors' and organisations where they can work</p> <p>Being aware of the range of ways that organisations undertake recruitment and selection</p>	<p>how they will access and succeed on it.</p> <p>Researching the learning and qualification requirements for the jobs and careers that they are interested in</p> <p>Researching the range of workplaces and what it is like to work there.</p> <p>Researching how recruitment and selection processes work and what they need to do to succeed in them.</p>	<p>Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</p> <p>Actively researching and reflecting on workplaces, workplace culture and expectations</p> <p>Analysing and preparing for recruitment and selection processes</p>
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**Manage career**

Manage your career actively, make the most of opportunities and learn from setbacks

<b>Early Years</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Key Stage 5</b>
<p>Being aware that they and other people like to enjoy the work they do</p> <p>Enjoying work based role plays</p> <p>Imagining different possibilities about who they could possibly become</p> <p>Being willing to keep going and not give up</p> <p>Exploring whether characters in stories made decisions in a good way</p>	<p>Recognising that they and other people like to choose the work they do</p> <p>Looking forward to what they are going to learn next</p> <p>Describing a goal or target that they are working towards</p> <p>Being proactive about trying different approaches to solving challenges</p> <p>Recognising that decisions can have unexpected consequences</p>	<p>Being aware that choice and opportunity make careers possible</p> <p>Recognising their achievement when they have learnt something new even if they found it difficult initially</p> <p>Making a step by step plan to enable them to achieve something they would like to be able to do</p> <p>Being aware that having back up plans can help overcome their disappointment or bring a different reward if their</p>	<p>Being aware that career describes their journey through life, learning and work</p> <p>Looking forward to the future</p> <p>Imagining a range of possibilities for themselves in their career</p> <p>Being aware that different jobs and careers bring different challenges and rewards</p> <p>Managing the transition into seniors and preparing for accreditation</p>	<p>Recognising the different ways in which people talk about career and reflecting on its meaning to them</p> <p>Building their confidence and optimism about their future</p> <p>Making plans and developing a pathway into their future</p> <p>Considering the risks and rewards associated with different pathways and careers</p> <p>Taking steps to achieve in their accreditation and</p>	<p>Being able to describe the concept of career and say what it means to them</p> <p>Building their confidence and optimism about their future and acting on it</p> <p>Actively planning, prioritising and setting targets for their future</p> <p>Considering the risks and rewards of different pathways and career and deciding between them</p> <p>Managing the transition into the post 16 learning context and planning for post-16 transitions</p>

		main plan does not work out Being able to weigh up the pros and cons of a choice they are thinking of making.	Learning from setbacks and challenges	make a decision about their post-16 pathway Thinking about how they deal with and learn from challenges and setbacks	Being proactive about being resilient and learning from setbacks
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**Create opportunities**

Create opportunities by being proactive and building positive relationships with others

<b>Early Years</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Key Stage 5</b>
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 has 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 can help them identify their needs Reflecting on what they achieved and what they would do differently if 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 business	Developing friendships and relationships with others Being aware that it is important to take initiative in their learning and life Being aware that building a career will require them to be imaginative and flexible Developing the ability to communicate their needs and wants Being aware of the concept of entrepreneurialism and self-employment	Developing friendships and relationships and reflecting on their relationship to their career Starting to take responsibility for making things happen in their career Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them Being willing to speak up for themselves and others Being able to discuss role models and reflect on leadership Researching entrepreneurialism and employment	Building and maintaining relationships and networks within and beyond the school Being proactive about their life, learning and career Being creative and agile as they develop their career pathway Representing themselves and others Acting as a leader, role model, or example to others Considering entrepreneurialism and self-employment as a career pathway.

**Balance Life and work**

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your engagement with your family and the wider community

<b>Early Years</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Key Stage 5</b>
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<p>Being aware of the different kinds of work that need doing in the home</p> <p>Recognising when they have done something to help others</p> <p>Being aware that people do paid work for financial and other rewards</p> <p>Being able to distinguish between work and rest</p> <p>Being aware of health and safety rules at school</p> <p>Exploring going to work and coming home again</p> <p>Recognising when someone is being given work to do which is unfair on them</p> <p>Being aware of how to use money.</p>	<p>Recognising the contribution they make to the work that is done in the home</p> <p>Being aware of what volunteers do and how they can be a volunteer</p> <p>Exploring the rewards they would like to get from paid work</p> <p>Being aware that overwork is harmful to people's health</p> <p>Recognising how they can help keep themselves safe in school</p> <p>Exploring what happens in the first few days when people start work</p> <p>Being aware that they and others can play a part in helping to ensure that people are treated well at work</p> <p>Being aware of how money can be earned</p>	<p>Being able to explain the idea of division of labour with reference to the work that is done in the home</p> <p>Being aware of what charities do and how they can be a charity worker</p> <p>Recognising that people seek different rewards when considering paid work that they'd like to do</p> <p>Being aware that imbalances between people's life and work affects their wellbeing</p> <p>Recognising what they can do to help keep themselves and others safe at school</p> <p>Being aware that peoples work needs change during their lives.</p>	<p>Being aware of the concept of work-life balance</p> <p>Being aware that physical and mental wellbeing are important</p> <p>Being aware of money and that individuals and families have to actually manage their finances</p> <p>Being aware of different life states and life roles</p> <p>Being aware of rights and responsibilities in the workplace and in society</p> <p>Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>	<p>Reflecting on the different ways in which people balance their work and life</p> <p>Reflecting on their physical and mental wellbeing and considering how they can improve these</p> <p>Recognising the role that money and finances will play in the decisions that they make, in their life and career</p> <p>Recognising the role that they play in their family and community and considering how that might shape their career</p> <p>Considering how they want to move through different life stages and manage different life roles</p> <p>Developing knowledge of rights and responsibilities in the workplace and in society</p> <p>Identifying what they can do, individually and with others, to challenge prejudice stereotyping and discrimination in learning and workplaces.</p>	<p>Planning for the kind of balance of work and life that they want</p> <p>Using action to improve their physical and mental wellbeing</p> <p>Beginning to manage their own money and plan their finances (e.g. thinking about student loans)</p> <p>Actively shaping their involvement in their family and community as part of their career planning</p> <p>Planning for different life stages and considering the different life roles that they want to play</p> <p>Being aware of their role in ensuring rights and responsibilities in the workplace and in society</p> <p>Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</p>
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**See the big picture**

See the big picture by paying attention to how the economy, politics and society connect with your own life and career

Early Years	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
<p>Recognising when work is depicted in a story</p> <p>Recognising the difference between stories about work and factual information about work</p> <p>Being aware that working life was different in the past</p> <p>Recognising scientific and technological aids that people use in their work</p> <p>Exploring jobs that people do outdoors</p> <p>Exploring the jobs that people do to help them</p>	<p>Being aware of how work is portrayed differently in different stories</p> <p>Recognising that the way that work is shown is not always accurate / reliable</p> <p>Exploring how working life is changing for people now</p> <p>Being aware of how scientific and technological aids help people to do their work</p> <p>Exploring work practices in the school environment that promote sustainability</p> <p>Exploring the jobs that people do to help each other.</p>	<p>Being aware of what the author is encouraging them to think about when work is a theme in a story</p> <p>Being able to consider if the information they have found is accurate / reliable</p> <p>Being aware of trends that hint at how working life may change for them by the time they embark on their careers</p> <p>Exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work</p> <p>Exploring jobs and ways of working that help to protect the environment</p> <p>Exploring what they and others can do to prevent people from having to do harmful work</p>	<p>Being aware of a range of different media, information sources and viewpoints</p> <p>Being aware that there are trends in local and national labour markets</p> <p>Being aware that trends in technology and science have implications for career</p> <p>Being aware of the relationship between career and the natural environment</p> <p>Being aware of the relationship between career community and society</p> <p>Being aware of the relationship between career, politics and the economy.</p>	<p>Evaluating different media, information sources and viewpoints</p> <p>Exploring local and national labour market trends</p> <p>Exploring trends in technology and science</p> <p>Exploring the relationship between career and the environment</p> <p>Exploring the relationship between career, politics and the economy</p>	<p>Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</p> <p>Exploring and responding to local and national labour market trends</p> <p>Exploring and responding to trends in technology and science</p> <p>Exploring and responding to the relationship between career and the environment</p> <p>Exploring and responding to the relationship between career, community and society</p> <p>Exploring and responding to the relationship between career, politics and the economy.</p>