

# Transition Guide from Primary to Secondary

Enhancing careers education and  
supporting parental engagement

# Foreword

Careers-related learning is a vital part of PSHE education. As a subject, PSHE provides wide-ranging opportunities to challenge stereotypes, help pupils to value diversity, identify and raise their early career aspirations, and recognise their personal strengths and goals.

Transition between primary and secondary school provides a real opportunity to develop essential skills for work and further study. At this time, pupils are primed to consider their future and aspirations. They also take part in a variety of team-building, communication and self-reflection activities that provide an ideal basis to develop skills for employment or enterprise.

Colleagues in primary and secondary settings can come together to provide a coherent and empowering learning journey that supports pupils to make informed decisions about their education and careers, both now and in the future. So, we were delighted to contribute towards this Transition Guide with the Careers & Enterprise Company.



**Bethan Miller, Subject Specialist, PSHE Association**

## What does this resource cover?

This is a resource for Careers Leaders, and their colleagues in school, involved in supporting students through transition from Key Stage 2 into Key Stage 3, exploring opportunities to embed careers. Using existing frameworks and curriculum areas to support the delivery of careers education outcomes and raise the profile of careers with both students and their parents/carers, this guide takes a staged approach, looking at quick wins that could be implemented immediately, as well as the longer-term strategic considerations to develop transition as the foundation for a progressive careers programme and capitalise on the high levels of parental engagement at this crucial time.

### Audience:

This Toolkit can support staff from Primary and Secondary Schools, including Careers Leaders, Transition Leads, Heads of PSHE, Pastoral Staff, SENCO, Head of KS2/Year 7 or Heads of House.

## Aims of the Transition Guide

- To explore opportunities to embed careers within transition
- To develop transition as the foundation for a progressive careers programme by embedding careers into transition programmes
- To consider how to mobilise colleagues and maximise the impact on careers
- To provide examples and resources to support you in planning transition

## Why it matters:

Transition between Primary and Secondary school happens in a variety of ways across the country. The 'how' of transition will always depend on context: the number of feeder primary schools, the geography, the ethos of a school and so on.

But the 'what' and the 'why' – essentially, the outcomes of the transition process are more recognisable nationally. All parties want the transition from one setting to the next to be as smooth and stress free as possible. It enables information sharing between the schools, the young people and their families to build a clear picture of what comes next.

### How can transition support careers education?

Transition activities can support:

- the delivery of careers learning outcomes
- the development of essential skills
- the baselining of new students, enabling the tracking of individual progress from the very beginning of their secondary journey
- the engagement of parents/carers in the careers programme from the outset



“Engaging students/young people at their educational transition points is essential as it provides them with self-awareness and therefore confidence that the choices they make are positive steps towards their future career paths. The transition from Y6 to Y7 is essential as it starts to imbed the idea that they are the ones who can control their direction and can aspire to a range of opportunities which is the key to equity.”

**Sarah Harrison – Assistant Principal, Head of Support Services and Careers Leader at Horizon Community College, Barnsley**

# The Transition Journey

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# DECISION MAKING: Year 4-6

The programme should be carefully designed to both attract and reassure children and their parents/carers of the value placed on transition and make the process as seamless as possible. It is also a chance to demonstrate how the personal development of every child is at the heart of their educational experience.

## Open Evenings and Open Days:

### Display ideas

Raise the profile of careers education by using prominent displays using colour and impact to appeal to the younger children.

Examples:

- [Buzz](#) animals – take the quiz...what are you? Display posters here.
- Alumni displays from their primary school (these can be prepared in advance and interchanged when you have individual schools visiting)
- Career profiles of famous people, staff, alumni etc
- Meet the Careers Team, photographs and information on how they can help
- Photos/write up of various careers events
- Faculty displays – make displays prominent - every subject and include LMI

### Careers Stand Ideas

- [Leaflets about your careers programme](#) – see this example from Shuttleworth College
  - Students - careers journey templates
  - Parents/carers – information booklets for parents such as [CareerMag](#), [Cascaid Parents Guide e-book](#) or [Success at School Parent Guide](#), local Labour Market Information infographics; policy and programme information;
- Meet the full Careers team – include admin and any advisers
- Meet student Careers Ambassadors who can speak confidently
- Ideas if a laptop is available:
  - Careers Ambassadors demo your student-facing platform
  - Register any alumni, see this example from Devonport High School like this example from [Devonport High School](#)
- What can you display to attract attention and promote the fun and exciting opportunities available?

### Activity Ideas

Run these for children and parents to initiate conversation about your offer:

- Take the [Buzz Quiz](#) and encourage students to add their names to poster displays
- Open the Careers Office and display materials
- Celebrity job cards 'Guess which job this celeb did?' Make your own or buy something like [this](#)

Virtual activities you could demonstrate:

- pupil platform if you have one
- prospective parents' section on your website
- Any videos or clips from careers activities
- 'Guess which of your teachers had a careers journey like this?' of your feeder school staff journeys.

“Primary Careers should support young people to recognise their qualities, their strengths and give them agency in their future lives. They will then join Secondary, with a confidence to continue developing their personal skills, particularly at an age where self-belief can decrease.”

Jacqui Hutchinson  
Head of Careers - NPCAT

## Staff visits to Primary School:

No doubt, these visits already take place, but have you considered this from a careers perspective?

It is great to visit primaries and take a team of students with you to speak to children and parents. Consider the time of day, to enable parents to stay on after drop-off or join you at pick-up time.

Run an assembly and ask if parents can attend then stay and speak about the school and how you can support. Use the opportunity to introduce your Careers Leader or team and the role they play whilst promoting the school at the same time.

Where possible, to make it more impactful, bring along students or Careers Champions who are alumni of the school to present and answer questions.

### Assemblies

- Different careers in a secondary school
- Careers Ambassadors – [careers journey](#), entitlement offer
- Careers programme – promote the opportunities

### Talks

- Share your guest speakers with feeder primary schools
- Work with your Enterprise Advisor to deliver a talk
- English – Y11 speaking assessment around career aspirations
- If the SLT deliver in a community centre or local hall to engage parents, offer to go with them to do 10 mins around careers education programme
- Share alumni stories of students who had come from their school and what they are doing now (take someone with you if you can)

### Teaching opportunities

- A great source of information and resource for Primary School lessons and activities is The Careers & Enterprise Company [Primary Careers Platform](#)
- Deliver lessons – subject specialists and/or careers leader could deliver lessons promoting the secondary curriculum offer, whilst highlighting careers related to that subject
- Business Studies – subject teachers and students could deliver an Enterprise Challenge in feeder primary schools, promoting the secondary curriculum offer, whilst highlighting careers

- [Skills Builder Hub](#): Teacher platform, with 300+ short lessons to teach the essential skills; passports for children lots more
- [Greenpower](#) car – sponsor a [Goblin](#) with the primary school
- STEM Days – try involving feeder primary schools in your events, or support with the delivery of STEM days at feeder primary schools to promote the subjects as well as broaden career horizons
- [Global STEM](#) awards – are the primary schools involved in this and can you bring this forward into the secondary school or use this as a transition

### Student opportunities

- Students can visit to launch careers activities e.g. [Step into NHS Competitions](#)
- Student Careers Champions could give talks or lead assemblies about careers events and opportunities etc.

### Attend Primary Parents' Evenings

- Take student Ambassadors, set up a display stand and meet parents to explain the careers education offer to them. Get them excited about the opportunities and tell them about post 16 opportunities e.g. Apprenticeships, T levels etc. Take copies of your [careers journey](#) to share.

# Primary visits to Secondary School:

## Extended invitation opportunities

- Invite Primary schools (& their children) to school events: such as carol concerts, sports days etc and use as an opportunity to promote officials in job roles (job title badges)
- Invite Primary students to benefit from skills development opportunities such as [Ice bridge](#) sessions or build this in as part of a transition day.
- Invite the Head Teachers/Transition staff of Primary schools to visit to find out about your careers programme (this would work virtually)
- Visits to careers events (e.g. LEP organised Careers fair). Is there scope to offer as a CPD opportunity to a colleague in a Primary school you are specifically targeting)
- Meet your team (involve EA and team to do a Q & A around careers)
- Staff invited for learning walks with a careers focus
- Establish a network of named staff in every feeder Primary school that you can update termly around careers and provide them with suggested termly activities/homework etc. for each Key Stage

## Enable the use of secondary facilities

Use your specialist facilities to excite Primary students about the potential of secondary school life and beyond, into the world of work. Can you offer a careers slant during any of these visits?

## Taster lessons and workshops

Plan workshops around developing [essential skills](#)

Suggest to subject staff that they use the [My Learning My Future resources](#) to deliver careers input to Y5/Y6.

## Secondary student opportunities

Can you use transition as an opportunity to provide your students with work experience?

For example, offer junior coaches for PE, musician to support a music class etc.



## Year 5/6 Tours:

### Use of Student Careers Ambassadors

- Support tour guides with information about the careers and ensure the Careers facilities are part of the tour route
- Volunteer your Careers Ambassadors so they can confidently talk to children and parents about the careers provision in the school

### Careers Facilities

- Have the facility open when the tours are taking place – position yourself for a timely pop-in!
- Have copies of everything you would display at an open evening/day ready just in case e.g. set up the [Buzz Quiz](#) or student platform on a laptop

## Trips:

- If you are running a trip is there anything you can do to involve Primary students?
- Could you volunteer any Careers Ambassadors to support the trip?

## Website:

- Have a dedicated page on your website for careers and transitions and use it to highlight some of the great work you do.
- Consider information for potential parents and students e.g. Undecided about which school to choose next?
- Prepare a lesson or guidance for Primary staff on how to use the web pages with students
- Tell them what to expect in the careers by highlighting examples of your best activities



# DECISION MADE: Year 6

Parents and children get notification of their school in the Spring leading up to the September intake. Not all students receive their first choice of school, so it is important to use this information to target and keep all students, but especially those who did not have you down as first choice. Consider how you could target those who did not have your school as their first choice?

## Staff visits to Primary School:

### Meet the Students

- Take Careers Ambassadors to show students your programme; or lead fun careers activities

### Meet the Staff

- Find out what careers programme is covered in Primary
- Offer to support the primary school to develop a careers programme
- Guide them to the [self-assessment quiz](#) on the [Primary Careers Platform](#) as a starting point
- If you are part of a team visiting the Primary school, ask to meet parents and talk about your programme:

### Meet the Parents

- Explain differences in careers education now, about the Benchmarks or the guests you work with



“We think it’s really important to engage future students with careers and aspirations from transition as it’s such a big part of understanding our school culture and the expectations we have of our students. Our school motto is ‘Think Big, Chase Dreams, Succeed Together’, so we start that process in Year 6. With an aspirations focus through transition activities, it also helps students get excited about joining high school.”

**Fran Ackroyd**  
Careers Leader  
Shuttleworth College

# Transition Days:

## Lessons Ideas

As part of any lessons, you may also get students to write on a small note their name and career aspiration, so you have an early indicator. See also [Summer School](#) section for more ideas

- [Buzz Quiz](#)
- LMI (hot/cold jobs) or [Panjango Future Jobs Trumps](#)
- [My Ideal job](#)
- [Job Ladder](#)
- [Careers Buddy Bingo](#)
- [Careers Timeline Activity](#) with thanks to Bedford Academy
  - In small groups, get the students to plot what they think happens where in their careers journey, then talk through what they can expect when they join you.
- Aspiration themed day ideas with thanks to Shuttleworth College
  - Thread careers through each subject and have an inspirational speaker each day e.g. English – talk from an author. Science – skyping NASA in Houston.
- Hot air balloon style activity

## Activity Ideas with thanks to The PSHE Association

Do pupils learn about the kinds of careers different subjects might lead to as they're re-introduced to the subject on a taster day?

### Activity idea - Picture stimuli:

Show pupils pictures representing careers linked to a particular subject area. Ask pupils to suggest how the subject might help someone to develop. Discuss the knowledge, skills and attributes needed for that career. Pupils may be less familiar with some careers and curriculum subjects, so providing them with a brief explanation of the job and a list of skills to choose from will support them in this activity. Provide a brief explanation of each job and a list of skills to choose from.

### Activity idea - Design a crest:

Before pupils meet pastoral staff at their new secondary school, encourage them to Design a crest representing (i) their personal strengths, (ii) one thing they would like to get better at and (iii) a career goal.

Practise skills like communication and negotiation in the primary classroom in preparation for transition to secondary school

### Activity idea - Incorporate role-play into lessons

Lessons on topics such as changing friendships and the transition to a new school environment can help pupils to anticipate changes and practise skills to manage these changes. Incorporating structured role-play in which pupils act out how a person could respond positively to making new friends and establishing their personal boundaries could also help to develop foundational skills for careers. Role-play ideas such as: meeting new people for the first time (teachers, older peers, peer group); practise speaking and listening to develop essential skills.

## Talks

- Invite an important or high-profile guest speaker in that day and offer them to the Y6 transition – a great talking point to tell their parents
- Get your EA to deliver a talk about their career journey or transition experience

## Student opportunities

Focus on activities which develop essential skills for the students and use Student Careers Ambassadors to deliver so they too gain valuable experience

## Transition Pack:

- Visual [careers journey](#)
- Postcard with photos and names of careers team & website link
- Useful careers website links for parents 'What's different now guide' – outline apprenticeships, T levels etc
- Road map of careers activities that parents have offered to them

## Transition for SEND/vulnerable:

If your SEND Coordinator is running additional transition, it will be designed in a much more bespoke manner than the full transition programme. Work closely with them to find out student needs as this will support the programme you offer those individual students in the future and may also help you to know these children at an early stage.

Possible activities:

- Meet and greet
- Join a tour
- Support a small group developing an essential skill
- Deliver a fun session (top trumps)
- Find out what careers they are interested in and see if you have any resources to hand for them
- Show them the carers office and resources – if you have a VR set you might do the Buzz Quiz or use a computer to share what you do

## Summer School or Primary Activities:

Summer School is the perfect forum for careers activities. Many of the objectives for the summer school will be around developing essential skills so students can make friends and settle their anxiety about the transition process. Here's a list of possible topics or activities you might try:

### Essential Skills Development (Skills Builder):

[Essential Skills Development \(Skills Builder Hub\)](#): Teacher platform, with 300+ short lessons to teach the essential skills

### Activity ideas (Primary Futures):

#### [Drawing the Future with a Transitions Twist](#)

Set the scene for a growth mindset to transitions using this [‘head/heart/bag/feet’ template](#). This activity will help use a second template to draw who they want to be when they grow up and finally make the connection between their aspirations for Year 7 and their future career aspiration.

#### [Inspire students with career volunteer ‘Making the Most of Transitions’](#)

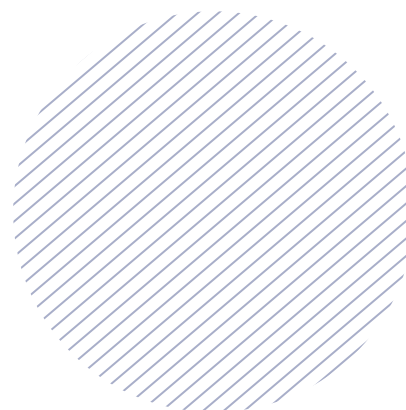
We know that transitions is a moment for students to build and take ownership of those key life skills of resilience, confidence, independent learning, positivity and managing change. Bring a careers lens to these important skills that are not just important for transition and for life, but are essential skills for the world of work. Use Primary Futures (primary schools) and Inspiring the Future (secondary schools) to invite from inspiring role models from a huge range volunteer(s) who have survived – and thrived – during the transitions in their career journey. Use their authentic stories to help students see the benefits of flexing the skills for transition to their future careers. A simple activity guide format with accompanying PowerPoint template will walk you through all the steps of creating, planning, inviting, hosting and reflecting on a transitions-themed careers Q&A activity. Use Primary Futures (primary schools) and [Inspiring the Future](#) (secondary schools) to invite inspiring role models to help students to see the link between skills they use in transition to those they will need in their future careers. [www.primaryfutures.org](http://www.primaryfutures.org)

## Other ideas:

- Alumni or [Guest Speakers](#)
- Visit to a local college/ITP or business
- Use of Forest schools
- Use uniformed services to support activities
- After school subject clubs offering taster sessions around the importance of the subject in the world of work - invite parents to collect from the room to support relationship building
- [Click here for problem solving activity ideas](#)

## Other resources:

- [Resources - Aimhigher West Midlands \(aimhigherwm.ac.uk\)](#) you can filter by 'transition' and it includes some primary school learner resources
- [Be ready to be remarkable – BeReady – Be Future Ready \(bereadygroup.org\)](#)
- [Primary Transition | Future Quest](#)
- [Primary to Secondary Transition Activity for Year 6 \(mindmoose.co.uk\)](#)
- [Mental wellbeing | Overview | PHE School Zone](#)



## Information Sharing:

### Between Primary and Secondary Schools:

To support baselining and an understanding of your new cohort, make sure you engage with your feeder primary schools. For example:

- Find out about vulnerable/SEND students (they may need future additional support)
- Use something similar to this [Y6 passport](#), with thanks to Cabot Learning Federation, to gather information about the new cohort.
- Ask if know if any parents with interesting jobs that you could work with at a later stage. Find out from primary staff what interesting jobs parents do
- Ask about what careers programme they follow if any (stereotypes etc)
- Ask about any career-related learning delivered during primary school

### Our Future: Transitioning Tool (Our Future project)

Capturing key pieces of career understanding and aspiration information in Y6 that can form part of the child's transitioning pack. As part of the Our Future project Learn By Design delivered in partnership with Education & Employers and DMH Associates, a KS1 & KS2 'My Career Learning Log' for pupils was piloted, to use alongside all careers activities to capture their careers related learning and achievements.

These [editable pdfs](#) can be completed on a device or printed off and filled in by hand.

**Transitioning Tool: End of Y6 Pupil Summary:** Used alongside the child's 'KS2 My Career Learning Log', this tool is completed by the child to capture their aspirations and self-reflect on the key skills they have developed.

**Transitioning Tool: End of Y6 Teacher Summary:** This simple 2 page document enables teachers to provide information on pupil's career understanding, aspirations and skills development by selecting from RAG rated statements. Teachers can also include information on the family's aspirations for their child and career role models within the family.

The logo for 'Ourfuture' features the word 'Our' in a bold, black, sans-serif font, followed by 'future' in a lowercase, multi-colored, sans-serif font. The colors for 'future' transition from red to orange, yellow, green, and blue.

## Mapping Career-related Learning (The PSHE Association):



### Mapping career-related learning in transition activities

The opportunities to embed careers-related learning in transition activities are varied, for example:

- Use a taster lesson to discuss the different careers each subject could lead to
- Pupils explore their personal strengths, goals and careers aspirations

Tracking the opportunities that already exist, can allow these to be built upon as pupils start careers education in secondary school. Primary and secondary teachers completing a record, like the example below, could help secondary Careers Leaders to build upon pupils' prior learning as part of a progressive careers programme.

	Curriculum			
	Pastoral	PSHE education	History	Science
<b>Careers-related learning in primary school transition activities</b>	Pupils created a crest to reflect their strengths and aspirations. These are sent to secondary schools and given to their new form tutor.	Pupils developed communication skills in a lesson on transition to secondary school. These skills can be further developed in the context of careers and employment.	Pupils took part in a curriculum-linked workshop at a local museum. The session explored a range of History-related careers.	Pupils took part in a Working Scientifically project completed in both their current school and in their visits to their new secondary school. In their groups they assigned roles, explored strategies to manage their teams effectively, and took part in a private reflection on how well they worked together, what they might improve, and how these skills might be used in a range of STEM-related careers.
<b>Careers-related learning in secondary school transition activities</b>	Pupils took part in ice-breaker activities that developed team-working skills and required co-operation and effective communication. Pupils reflected on how they communicated effectively and respectfully with each other after the session.	Pupils learnt about friendships and bullying in their introductory scheme of work in PSHE education. This also acts as foundational learning for a scheme of work in Year 8 in which pupils explore inclusion and challenging discrimination and how stereotypes can affect aspirations.	Pupils engaged in an activity in which they were asked to draw and write a historian. This was then used to challenge stereotypes including age and gender, as well as to expand understanding of different kinds of historians, the kinds of work they do and places they might work.	

## Engaging parents:

Have a look at this activity that could be used as a homework or summer school activity – the [Let's Get Talking Board Game](#)



## Website:

- Virtual tours - have the Careers Ambassadors make some virtual tours around your Careers office, staff and activities
- Careers programme for induction
- Y7 Careers programme



# STARTED: Year 7

This section includes resource and support for baselining students, induction ideas and activities which could be undertaken throughout the year.

## Baselining students:

### Future Skills Questionnaire

One of the major benefits of careers being a part of transition, is the ability to understand your new cohort and to gain a baseline measure in order to track the impact of your programme.

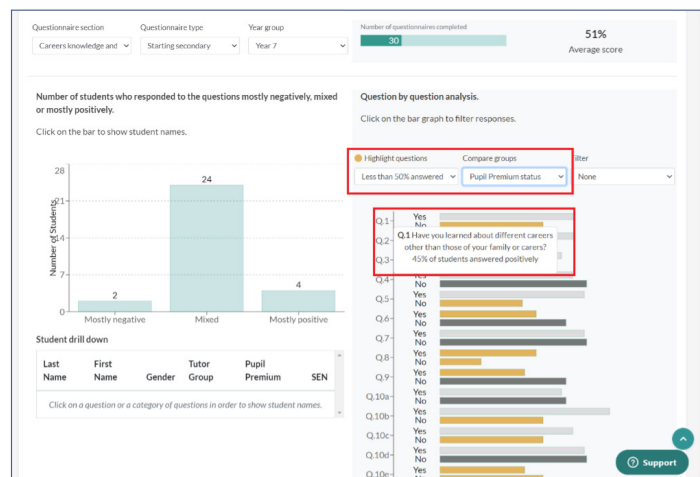
The Future Skills Questionnaire has a series of surveys at key transition points throughout a student's journey, the first being the 'Starting Secondary' version. FSQ is embedded in Compass + which allows results to be viewed alongside MIS and career activities data, but can also be accessed as a pdf to use in a way that works for you.

How to use the FSQ for primary- secondary transition:

- Complete the 'Starting Secondary' version on the FSQ when students first start secondary school
- This can help you understand students' baseline level of knowledge and views at the start of secondary school.
- By understanding what areas students are confident in and where they may need additional support Careers Leaders can design responsive careers programmes to address gaps in understanding or confidence.
- This aggregated information can also be useful when students have come from multiple feeder schools and therefore have received differing levels of careers education. You can use this information in conversation with feeder primary schools to encourage career-related learning.
- It can also help you identify groups of students or individuals early on who may need additional support.
- This aggregated information could be used to design responsive career programmes.
- You can find out more about the FSQ and how to use it in your school [here](#).

There are five versions of the Future Skills Questionnaire, these are tailored to key transition points throughout secondary education and students with SEND. We suggest asking students to complete the questionnaire at each of these transition points, allowing you to evaluate and plan your careers programme.

There is a comprehensive [Careers Leader Implementation Guide](#) available to support Careers Leaders in embedding the tool and in engaging students and communicating to parents/carers and more detailed information can be found [here](#).



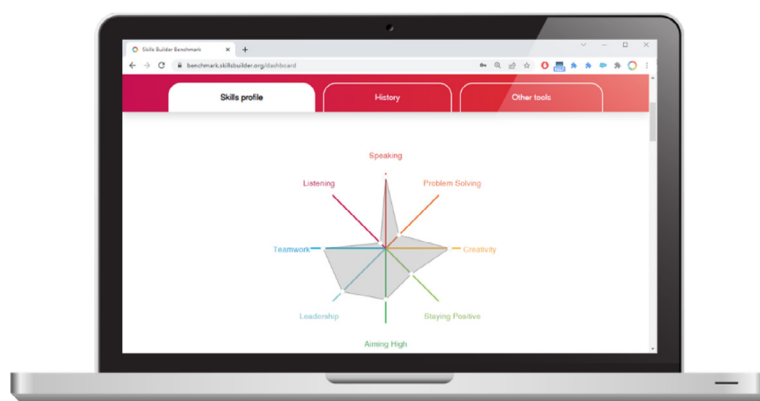
[Here's a useful video](#) highlighting the features of the Transition FSQ.

'Transition is a perfect opportunity to introduce careers and helps student to link secondary school with preparing for their future and life after school. We find that the students are really enthusiastic and soak up careers information like sponges. They are far less inhibited too and engage really well with employers.'

**Mandy Green**  
Director of Aspiration  
Bedford Academy

## Baselining Essential Skills (Skills Builder)

Identify and baseline your new cohorts skills using Skills Builder **Benchmark**: Student platform, self-reflection tool where students get a profile and downloadable PDF Skill Report that you could use to identify areas for development.



## Baselining (The PSHE Association)

Assessment of careers-related learning in primary PSHE education lessons is essential for supporting secondary PSHE Leads and teachers to ensure pupils make progress. In some cases, pupils can encounter learning in secondary school that they can already manage confidently, while others have little or no prior learning on the topic.

**PSHE**  
Association

Approaches to careers education can also vary across different primary schools. So, baseline or needs assessment can take place before pupils reach the secondary classroom, and these assessments can be given to the secondary school Careers and PSHE Leaders to help them to plan and adapt their schemes of work to meet the needs of pupils coming from a range of primary schools.

### Draw and write

- An activity to explore students' understanding, attitudes, beliefs and misconceptions about careers.

### Mind maps

- An activity to explore an individual's prior learning, knowledge and understanding of careers.

### Graffiti walls

- An activity to provide a snapshot of what a class has learned about and any misconceptions and attitudes a cohort may have.

### **"I can" statements with examples**

- Pupils are asked to indicate whether they feel they are working towards, meeting, or working beyond a range of learning outcomes statements. These statements could be used alongside approaches such as the 'draw and write' activity. For example:

Outcomes	Working towards the outcome	Meeting the outcome	Working beyond the outcome
I can identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals.			

Further assessment activities, examples and guidance can be found in the [PSHE Association's Guides to Assessment](#).

## Induction ideas:

- Introduce the full careers team e.g. you could include: Enterprise Adviser; Transition teams from post 16 colleges; Careers Adviser; any admin staff
- Build in a group session on careers: introduce the Careers Adviser; involve parents if there is an opportunity
- Raise awareness of the careers journey
- [Highlight the importance of career management skills](#)
- Group session to register on the school's careers platform

## Possible introductory lessons

- [Job Ladder](#) group activity. This lesson is all about exploring and discussing jobs, wages and what is important to them.
- [Desert island Survival](#). Explore an assessment centre style activity - without hope of rescue, who will be most useful in helping the group survive and maybe even escape from the island?
- [Team Logo Challenge](#). A team activity exploring branding and employability skills.
- Use visiting employers to introduce careers and challenge stereotypes
- Employers on your doorstep – how much do they know about local employers?
- My Future – [9 activities to help children understand careers](#)
- Make use of [My World of Work](#)
- Christmas Fayre – enterprise stall for Y7 to raise money for charity
- Top Ten sector quiz
- Careers in a school – how many can students identify? Introduce them to a range of staff who can talk about their career journey
- Explore pathways of ex-students using destinations data and visiting alumni
- Careers Timeline activity with thanks to Bedford Academy
- STEM competitions
- [STEM](#) resources from Australia: Y5&6 [Bee habitat lesson](#); Y7&8 [Drone Search Lesson](#);
- Aspiration form – start to collect information to support your understanding of the new cohorts aspirations by use: [this template](#) created by Hailsham Community College. This could also be set as a homework task in Term 1 or 2 – perhaps involving parents too?

If you would like support in setting up your own Google Forms or Microsoft Forms, please see these handy [‘how to’ guides](#).



### Transition toolkit (Barclays LifeSkills)

The [Transition toolkit](#) has been developed by Barclays LifeSkills to support young people aged 10-12 taking the step from primary to secondary school. Through a combination of group and self-reflection activities focusing on core transferable employability skills which can be used in combination with the Skills Builder Framework, the toolkit helps educators to plan ahead. These skills not only support the transition from one school to another but continue to grow in importance as students move through education to the world of work, with many of these skills being sought after by employers.

Including quick-fire activities, full-length lessons and suggestions for running skills-focused assemblies, young people are able to build confidence, learn to tackle challenges, identify their strengths and ultimately begin to plan for their journey to a career.

## Children's University:

[Children's University](#) is a national charitable initiative designed to raise the aspirations of children from an early age by encouraging engagement with a range of activities outside the classroom and beyond the school day. It includes visits to museums, clubs and activities and social action opportunities such as volunteering in the community. There are also home learning activities on the Children's University website to engage children in learning and as they gain participation hours, they can work towards certificates awarded at a graduation ceremony.

Children's University could be a great way to kickstart engagement with students and their parents from the beginning of Year 7 and it offers opportunities:

- for students to become Children's University Ambassadors
- to engage and inform parents



## Extended Opportunities:

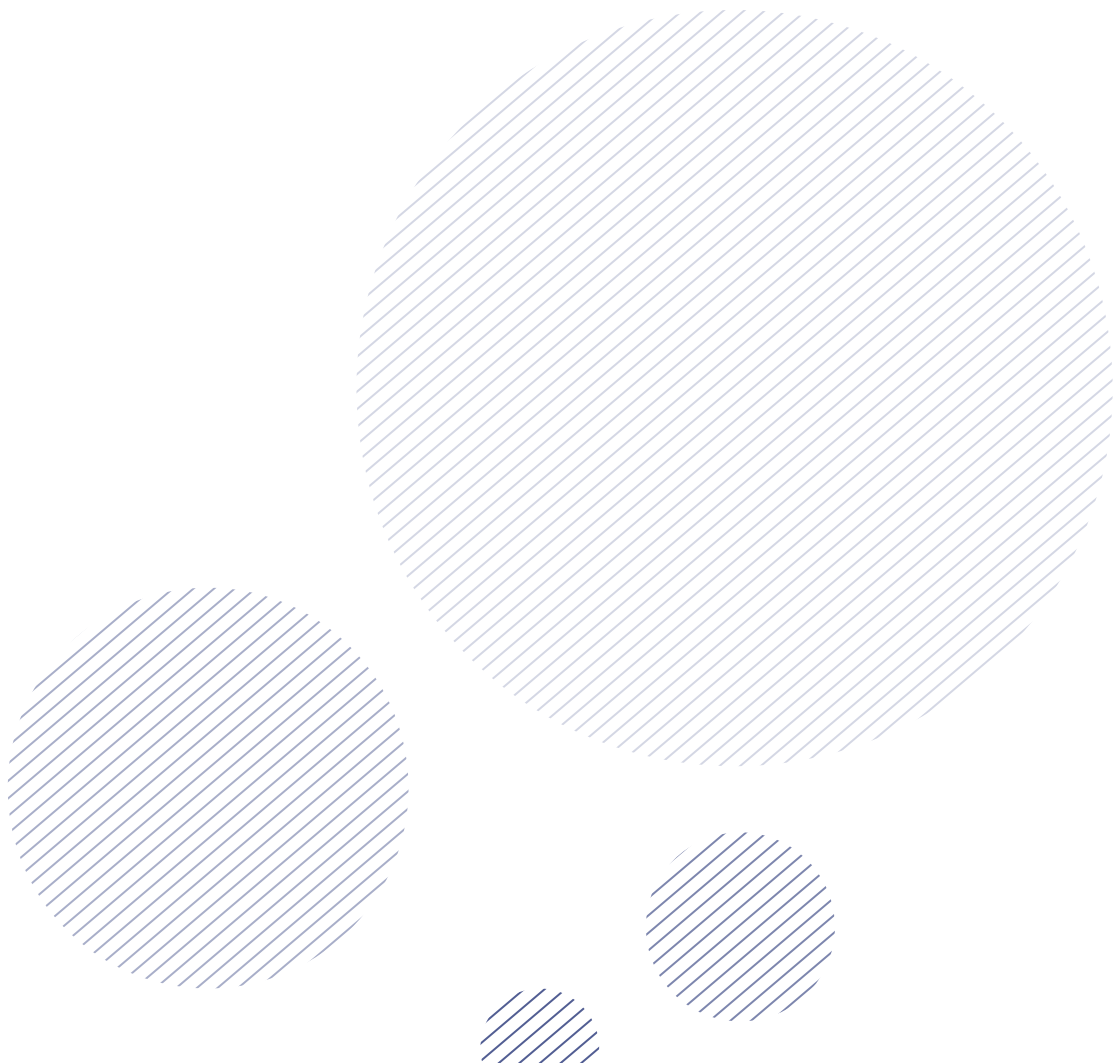
### After school, holidays & weekends

- Easter Events – is there an opportunity to run workshops for essential skills?
- Parents careers events – what employers want. Run a workshop so parents can hear from employers about what they want from young people.
- Skills workshops for students and parents to engage in together

## Engaging Parents:

To involve parents at this crucial stage, you could set a homework task around finding out what the closest family do for jobs – parents, grandparents; aunts & uncles.

Combine this with an ask for their support with careers education. Have a look at these [Parent Pledge resources](#) from Inspiring Worcestershire, as well as our [Talking Futures resources](#).



# THROUGHOUT THE YEAR

Staying Ahead of the Game: what will you need to consider to embed careers, essential skills and parental engagement into transition?

## Mobilising support

### Wider staff:

Who else do you need to or could you involve? Primary School staff, Careers Leaders, Transition Leads, Heads of PSHE, Pastoral Staff, SENCO, Head of KS2/Year 7, Form tutors or Heads of House?

- Do subject staff deliver in the primary schools or primary school staff come and see the work in KS3 – can this be used to develop a careers aspect?
- Could existing transition work or bridging projects be adapted to include employer engagement, essential skills development and careers education outcomes?
- What opportunities are there to share themed learning on site or at primary schools – can you add a careers angle/opportunities e.g. essential skills
- Can you piggyback other activities as they occur with a careers angle
- What public events can you invite the primary schools to? (E.g. Careers fair, guest speakers/alumni)
- Can you find ways to invite parents from the primary schools to participate in events?

### Primary staff:

- Have you got curriculum opportunities with primary colleagues; can you embed some early careers in the curriculum?
- What opportunities are there to visit with Careers Ambassadors, alumni to inspire and promote careers education?
- Are Headteachers from the primary school visiting to join learning walks and see the ways of working – is there a careers angle?
- Do you find opportunities to take careers to the primary school?
- Could you support an end of Key Stage 2 & 3 graduation event? (See also Children's University graduation)

## Resource and support from partner organisations



### **Barclays LifeSkills** Transition toolkit

As well as some fantastic resources for transition activity, Barclays LifeSkills Transition Toolkit is also a great source of support and ideas for planning ahead. With particular focus on the pages highlighted below, use this toolkit to embed careers essential skills into transition or to deliver careers learning outcomes through transition activity.

- Page 3 – setting the scene
- Page 6 – high level context around the skills sought by employers and how these link to Skills Builder
- Pages 9 – 28 – planning ahead to deliver skills activities, these include inclusivity, self-confidence, mindset, key skills to move through education and to the world of work,
- Pages 44 – 47 - exploring careers and how they link to skills
- Pages 48 – 52 – focus more on what educators can do to embed the culture of employability skills into their organisation and through parents too



## CDI Framework – from Primary into Secondary

The Career Development Framework (CDI) identifies six important areas of learning that support lifelong career development. Using the learning outcomes from the framework enables schools to plan activities through the primary phase and into secondary, that fosters exploration and discovery, strengthens aspiration and ambition, challenges stereotypes, widens horizons, keeps options open and builds resilience and in particular supports pupils in making their transition from Primary or Middle school to Secondary school.

- Grow throughout life
- Explore possibilities
- Manage career
- Create opportunities
- Balance life and work
- See the big picture



### Career Development Framework: Learning areas by Key Stage

	Early Years	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Post-16
<b>Grow throughout life</b>	<ul style="list-style-type: none"> <li>being aware of people who can help them</li> <li>being aware how they feel when they have learnt something new</li> <li>being willing to try something new</li> <li>recalling what they have experienced and achieved</li> <li>feeling positive about who they are</li> </ul>	<ul style="list-style-type: none"> <li>being confident to request help</li> <li>recognising their successes in learning</li> <li>being willing to challenge themselves</li> <li>exploring what they have experienced and achieved</li> <li>feeling positive about people whose identities and backgrounds are different to theirs</li> </ul>	<ul style="list-style-type: none"> <li>being able to explain how they acted on help</li> <li>recognising what they want to learn next and when they are successful</li> <li>being willing to take on challenges that help them to grow</li> <li>recording and commenting on what they have experienced and achieved</li> <li>relating to people whose identities and backgrounds are different to theirs</li> </ul>	<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>actively 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 and communicating them to others</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>actively pursuing their</li> <li>taking responsibility for their learning and aiming high development</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>	<ul style="list-style-type: none"> <li>describing tasks that they have carried out</li> <li>discovering the jobs that help the school to run</li> <li>recognising jobs that involve harvesting, making, growing, planting or finding out</li> <li>being able to identify jobs that they think are similar</li> <li>identifying what the clothes and equipment that people use in their jobs are for</li> <li>being able to identify the subjects and topics they are learning about</li> </ul>	<ul style="list-style-type: none"> <li>being aware that jobs are made up of tasks</li> <li>exploring what people do whose jobs involve caring for children and keeping them safe</li> <li>being able to give examples of jobs in different sectors</li> <li>being able to explain their views about similarities and differences between jobs</li> <li>investigating similarities and differences between men's and women's work clothes</li> <li>being able to explain what they are gaining from the subjects and topics they are learning about</li> </ul>	<ul style="list-style-type: none"> <li>being able to explain what tasks they would like and like least about particular jobs</li> <li>finding out about the qualities and skills needed to do a certain job</li> <li>being able to design a scheme for classifying a set of jobs</li> <li>being able to explain what interests them about particular jobs</li> <li>exploring the connection between uniforms and status</li> <li>recognising that the subjects and topics that they take interest in lead to qualifications and making progress in their careers</li> </ul>	<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 (up 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 recruit and select 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>	<ul style="list-style-type: none"> <li>being aware that they and other people like to enjoy the work they do</li> <li>enjoying work-based role-play</li> <li>imagining different possibilities about who they could possibly become</li> <li>being willing to keep going and not give up</li> <li>exploring whether characters in stories made decisions in a good way</li> </ul>	<ul style="list-style-type: none"> <li>recognising that they and other people like to choose the work they do</li> <li>looking forward to what they are going to learn next</li> <li>describing a goal or target they are working towards</li> <li>being proactive about trying different approaches to solving challenges</li> <li>recognising that decisions can have unexpected consequences</li> </ul>	<ul style="list-style-type: none"> <li>being aware that choices and opportunity make careers possible</li> <li>recognising their achievement when they have learnt something new even if they found it difficult initially</li> <li>making a step-by-step plan to enable them to achieve something they would like to be able to do</li> <li>being aware that having back up plans can help overcome the disappointment of being a different career if their main plan does not work out</li> <li>being able to weigh up the pros and cons of a choice they are thinking of making</li> </ul>	<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 and acting on it</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>being ready 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>making plans and developing a pathway into 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 corridor and preparing for post-16 transitions</li> <li>being proactive about being resilient and learning from setbacks</li> </ul>
<b>Create opportunities</b>	<ul style="list-style-type: none"> <li>inventing imaginary jobs</li> <li>being aware that other people can help them meet their needs</li> <li>recognising when they have achieved something for themselves</li> <li>developing the ability to participate in social play involving imaginary work</li> <li>being able to explain what a visitor told them about their job</li> </ul>	<ul style="list-style-type: none"> <li>identifying new jobs that are just coming into being</li> <li>being able to describe what their needs are</li> <li>choosing what they want to achieve and the way they can do it</li> <li>being aware of how to communicate with co-workers and customers in work settings</li> <li>being able to make a positive contribution in group play or teamwork based on a business activity</li> <li>thinking about questions they would like to use a visitor about their job</li> </ul>	<ul style="list-style-type: none"> <li>identifying possible new jobs that might be needed in the future</li> <li>responding to trusted adults who can help them identify their needs</li> <li>reflecting on what they achieved and what they would do differently in their next role</li> <li>exploring how people relate to each other in work settings</li> <li>being able to take on different work-related roles in group play or teamwork, including as leader when required</li> <li>examining what they found out from a visitor about setting up their own business</li> </ul>	<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 risks of leadership</li> <li>being aware of the concept of entrepreneurship 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 role models and reflect on leadership</li> <li>researching entrepreneurship 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 entrepreneurship and self-employment as a career pathway</li> </ul>
<b>Balance life and work</b>	<ul style="list-style-type: none"> <li>being aware of the different kinds of work that need doing in the home</li> <li>recognising when they have done something to help others</li> <li>being aware that people do paid work for financial and other rewards</li> <li>being able to distinguish between work and rest</li> <li>being aware of health and safety rules at school</li> <li>exploring going to work and coming home again</li> <li>recognising when someone is being given work to do which is unfair on them</li> <li>being aware of how to use money</li> </ul>	<ul style="list-style-type: none"> <li>recognising the contribution they make to the work that is done in the home</li> <li>being aware of what volunteers do and how they can be a volunteer</li> <li>exploring the rewards they would like to get from paid work</li> <li>being aware that overwork is harmful to people's health</li> <li>recognising how they can help keep themselves safe at school</li> <li>exploring what happens in the first few days when people start work</li> <li>being aware that they and others can play a part in helping to ensure that people are treated well at work</li> <li>being aware of how money can be earned</li> </ul>	<ul style="list-style-type: none"> <li>being able to explain the idea of division of labour with reference to the work that is done in the home</li> <li>being aware of what charities do and how they can be a charity worker</li> <li>recognising that people seek different rewards when considering paid work that they like to do</li> <li>recognising what insurance between people's life and work affects their wellbeing</li> <li>being aware that insurance between people's life and work affects their wellbeing</li> <li>recognising what they can do to help keep themselves and others safe at school</li> <li>recognising what people's work needs change during their lives</li> <li>recognising unfair barriers to opportunity and being willing to challenge them</li> <li>being able to make decisions about saving, spending and budgeting</li> </ul>	<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, discrimination 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 them</li> <li>recognising the role that money and finances will play in their life and career</li> <li>recognising the role that they play in their family and community</li> <li>recognising the role that they play in their family and community</li> <li>recognising the role that they play in their family and community</li> <li>recognising the role that they play in their family and community</li> <li>recognising the role that they play in their family and community</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 future (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>being aware of their role in ensuring rights and responsibilities in the workplace and in society</li> <li>being aware of their role in ensuring rights and responsibilities in the workplace and in society</li> </ul>
<b>See the big picture</b>	<ul style="list-style-type: none"> <li>recognising when work is depicted in a story</li> <li>recognising the difference between stories about work and factual information about work</li> <li>being aware that working life was different in the past</li> <li>recognising scientific and technological aids that people use in their work</li> <li>exploring jobs that people do outdoors</li> <li>exploring the jobs that people do to help them</li> </ul>	<ul style="list-style-type: none"> <li>being aware of how work is portrayed differently in different stories</li> <li>recognising that the way that work is shown is not always accurate</li> <li>exploring how working life is changing for people now</li> <li>being aware of how scientific and technological aids help people do their work</li> <li>exploring work practices in the school environment that promote sustainability</li> <li>exploring the jobs that people do to help each other</li> </ul>	<ul style="list-style-type: none"> <li>being aware of what the author is encouraging them to think about when work is a theme in a story</li> <li>being able to consider if the information they have found is accurate</li> <li>exploring how working life has changed for people now</li> <li>being aware of the benefits and possible drawbacks of scientific and technological developments that affect how people do their work</li> <li>exploring jobs and ways of working that help to protect the environment</li> <li>exploring what they and others can do to prevent people from having to do harmful work</li> </ul>	<ul style="list-style-type: none"> <li>being aware of a range of different media, information sources and viewpoints</li> <li>exploring local and national labour market trends</li> <li>exploring trends in technology and science have shaped markets</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 and reflecting on the best way to get information for their career</li> <li>exploring local and national labour market trends</li> <li>exploring trends in technology and science and the environment</li> <li>exploring the relationship between career, community and society</li> <li>exploring the relationship between career, politics and the economy</li> <li>exploring the relationship between career, politics and the economy</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 local and national labour market trends</li> <li>exploring trends in technology and science and the environment</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>

The CDI Framework spans the whole Primary and Secondary age range, providing a consistent approach and structure between settings.



## Quality in Careers Standard

You may already hold or be working towards a Quality in Careers Standard. These are also available for [Primary Schools](#). Perhaps you could engage further with your feeder primary schools and support them in gaining the [Quality in Careers Award](#)?

National Endorsement supports these important priorities:

- to improve synergy between primary school careers awards and the national Quality in Careers Standard.
- to grow a community of practice of like-minded Awarding Bodies, schools and their external partners to promote continued innovation and creativity in approaches to pupils' careers education and support.
- to strengthen the connections between the careers education and support curriculum<sup>[1]</sup>, and the whole curriculum; and to promote further recognition of the usefulness and value of this approach in educational policy-making at the national, local and school level.
- to improve public understanding of the benefits of starting careers education and support in the primary phase.

## Inspiring the Future and Primary Futures

Bring inspiring role models from the world of work to enliven your transition, taster and open days or assemblies. We know that these voices from the 'real world' often carry more authority for students than teachers or parents/carers.

Inspiring the Future ([www.inspiringthefuture.org](http://www.inspiringthefuture.org)) for secondary schools and colleges and Primary Futures ([www.primaryfutures.org](http://www.primaryfutures.org)) for primary schools are free programmes developed by teachers for teachers, connecting schools with inspiring role models from across the world of work through our database of thousands of volunteers.

Our new pre-recorded video activities, some with links to the Skills Builder essential skills, are a great place to start and give schools a taste of the exciting volunteers they could connect with. For example, videos for KS2 explore gender stereotypes by meeting role models such as a female tree surgeon and a male mental health nurse and for KS3 and KS4 students can meet an inspirational entrepreneur and hear from a range of jobs in the NHS.

[Register as a teacher with your school](#) (this should take just 30 seconds) to access the suite of how-to resources, pre-recorded video activities and the searchable database of volunteers. Connect with our team for planning support at [enquiries@inspiringthefuture.org](mailto:enquiries@inspiringthefuture.org)

The logo for 'inspiring the future' features the word 'inspiring' in black, 'the' in a small font, and 'future' in a large, multi-colored font (red, orange, yellow, green, blue).The logo for 'primary futures' features the word 'primary' in black and 'futures' in a large, multi-colored font (purple, blue, green, yellow, orange, red).

<sup>[1]</sup> Career development in the primary phase of education is the intentional promotion of the personal, economic, social and cultural development of children. Effective primary careers education and support will have a positive impact on children's happiness and wellbeing, their progress in learning and their preparation for future opportunities and experiences in learning and work. For practical purposes, childhood here is defined as ages 3-14 corresponding to the early years and Key Stages 1-3.

## Careers Collective – careers development primary transition programme

Careers Collective offer a transitions resource, at a small cost, to support students to develop personal and employability skills as part of a transitions programme. It has multimedia elements with content for teachers, students and parents. For more information, look at this [brochure](#).

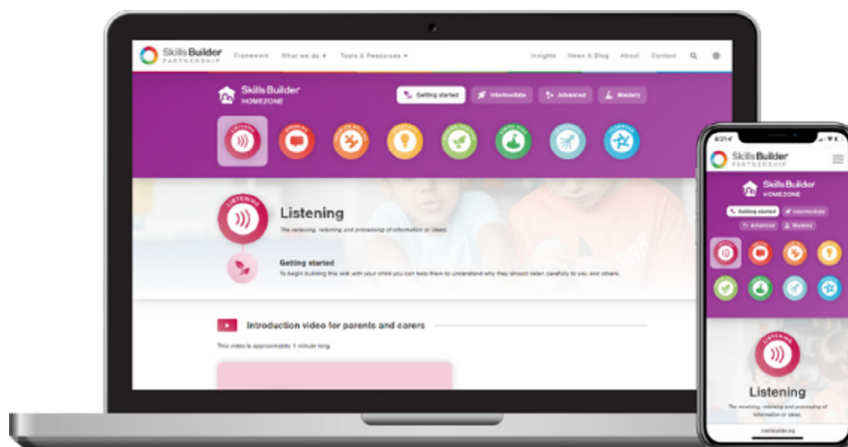


## Engaging Parents

**Parent Kind** – Bringing Together Home and School. Take a look at [this](#) handy page for parents offering advice around support careers decision making.

**Youth Employment UK** offer [Careers Advice for Parents](#)

**Skills Builder Homezone** : a parent platform, designed to help parents and carers build their child's essential skills at home. This free resource includes conversation starters, videos and an offline weekly challenge direct to parents' inboxes.



## The Future

If you still need convincing of the need to start early, please take a look at [this video](#) and share with your stakeholders. Also, read [this blog](#) by Tina Harrigan-James, Co-Founder of Careers Collective, entitled, Career Development - How Early is Too Early.

We hope that this guide has helped you to consider how you could adapt your transition process to embed careers learning outcomes and to raise the awareness of your programme with students and parents. We would love to hear about your work in this area and would encourage you to get in touch via [education@careersandenterprise.co.uk](mailto:education@careersandenterprise.co.uk)

## Get in touch to find out more

[Send us an email](#)

[www.careersandenterprise.co.uk](http://www.careersandenterprise.co.uk)