



Our Intent:

At Winsford High Street Primary School, we believe that careers education begins with **aspiration**. By introducing careers links and bringing learning to life from the earliest years, we lay the foundations for the Gatsby Benchmarks and inspire every child to dream big, explore their potential and look forward to a bright future.

Through termly careers links, teachers make these connections clear and meaningful, helping pupils understand how the knowledge and skills they develop in subjects such as science, geography, art and computing can open the door to a wide range of exciting and rewarding career pathways.

Gatsby Benchmarks (Secondary Education & Beyond):

The Gatsby Benchmarks are a framework of eight standards used to define and deliver world-class careers guidance in secondary schools, colleges, and training providers in England.

Research tells us that careers education is fundamental to school improvement – pupils are motivated when they know what they want to achieve in their lives and how to go about it. Leading to huge benefits for society and the economy.

The publication of Careers Guidance and Access for Education & Training Providers in May 2025 clearly states:

“A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, FE colleges, university or employment.”



At Winsford High Street Primary School, we have developed a **Pre-Gatsby Framework** that underpins and supports the eight Gatsby Benchmarks, providing a strong foundation for effective careers education from the earliest years.

Pre-Gatsby Framework for Primary:

Focus Area	What this looks like at Winsford High Street Primary School	Linked Gatsby Framework
1. A culture of aspiration	Pupils are inspired through assemblies, stories, visitors, and role models from all backgrounds, and our termly links within teaching.	1- A stable careers programme
2. Awareness of work and community	Visitors from different professions (parents, local employers, NHS, police, fire services, creatives) demonstrate to pupils the many roles in society.	5- Encounters with employers
3. Linking learning to life and careers	Each term, intentional links to careers are made through dedicated lesson links, helping pupils to see the real-world relevance of their learning. Pupils in KS2 also take part in Ductu projects, providing them with valuable opportunities to develop enterprise skills and explore the world of work. Through these projects, pupils create their own businesses, developing company names, logos and business plans, while taking on different team roles and responsibilities. They also have the opportunity to meet a range of employers from diverse industries, gaining insight into different careers and pathways.	4- Linking curriculum learning to careers
4. Building future skills	The skills and values developed through our careers teaching drive employability skills such as – Communication, Aspiration, Resilience, Effort, Empathy, Respect and Self-belief.	3- Addressing individual needs
5. Exploring pathways	Pupils at High Street are introduced to college, university, apprenticeships, and training in age-appropriate ways.	7- Encounters with Further & Higher Education
6. Personal reflection	Through our PSHE and Careers learning, children identify their own strengths, interests and ambitions which enable them to foster ownership of their learning.	8- Personal guidance
7. Family and community partnership	Parents are invited to share their own careers and support themed events at our school such as the 'World of Work'.	2- Learning from Labour Market Information
8. Transition to secondary	Pupils leave Winsford High Street ready to engage with Gatsby-aligned careers learning, confident in their aspirations and self-awareness ready for secondary education.	All

Phases	Understanding the World of Work	Skills for Learning & Life	Challenging Stereotypes & Raising Aspirations	Real-World Experiences
EYFS (Nursery & Reception)	Learn about people who help us and simple job roles through play, stories, and real-life connections.	Turn-taking, communication/oracy, independence, choosing resources, problem-solving in play.	Use diverse books, role-play and stories to show all children can do all jobs. Challenge early job stereotypes in play.	Visitors (emergency services, nurses etc), role-play stations, local community visits. Career links. World of Work Event
KS1 (Year 1 & 2)	Explore careers on a termly basis linked to curriculum subjects and the wider community. Understand why jobs exist and how people help society.	Collaboration, listening, sharing ideas, resilience in tasks, taking simple responsibilities.	Stories & discussions about challenging stereotypes and celebrating everyone's talents.	Educational and residential visits. World of Work Event Termly careers links.
Lower KS2 (Year 3 & 4)	Understand pathways to careers (e.g. scientist, firefighters, engineer) and the skills needed for jobs through the use of termly career lessons.	Problem-solving, presenting ideas, teamwork, taking responsibilities.	Positive representation of gender, culture, SEND and community backgrounds in job examples though termly career lessons.	Educational and residential visits. World of Work Event Termly careers links. Ductu Projects.
Upper KS2 (Year 5 & 6)	Begin to understand future education routes (secondary school, college, apprenticeships & training, university). Connect personal strengths and interests with possible future careers.	Leadership, independence, oracy, responsibility, organisation and preparation for secondary learning routines.	Challenging media-driven stereotypes, exploring a wide world beyond the local area job market.	Educational and residential visits. Termly careers links. Ductu Projects. World of Work Event. Transition meeting and visits. Careers Fair-WEP.

Our Vision in Action:

- **Careers education is embedded throughout our curriculum**, with dedicated learning taking place each term to ensure that careers awareness develops progressively from an early age.
- **Connections between learning and the world of work are made explicit**, helping pupils understand how the knowledge, skills and experiences they develop in school can open doors to a wide range of professions and career pathways.
- **Every child is encouraged to see themselves as capable of achieving their aspirations**, regardless of their background, with diverse role models and future pathways helping pupils recognise that their ambitions are within reach.

In Summary

Winsford High Street Primary School's *Pre-Gatsby Framework* provides a strong foundation for the eight Gatsby Benchmarks, ensuring that every child understands the purpose of their learning and can make meaningful connections between school, the wider world and future careers. Through early exposure to careers, role models, employers and real-world experiences, we inspire pupils to broaden their horizons, raise their aspirations and begin shaping their own future with ambition, confidence and career values at the heart of their journey.