



# **Strathdon Primary School**

## **Developing the Young Workforce at Strathdon School**





### **Policy and Guidance**

## Policy Statement

At Strathdon we aim to develop the skills and knowledge pupils need to succeed in the world of work.

## Meta-skills and the World of Work

The skills are split into the following groups:

Self-management		Social intelligence		Innovation	
Focusing 	Integrity 	Communicating 	Feeling 	Curiosity 	Creativity 
Adapting 	Initiative 	Collaborating 	Leading 	Sense-making 	Critical thinking 

These “Meta-skills” are commonly recognised as desirable skills to have in the workplace.

We have introduced these skills to Strathdon pupils and aim to link what they learn in school to these skills and how they may help them in their future workplace.

## How will we achieve this?

We are fortunate to have many community links at Strathdon such as the local post office, Balmoral Estate, The Highlanders Bakehouse and Strathdon Opportunity Holidays. By visiting these places and asking questions we learn about the wider world of work and the skills we need to work on to obtain these types of jobs in the future.

In addition, we would like to link these skills to any visitors we may have in school and encourage the pupils to ask questions about what they consider to be the most important skills for their particular line of work.

We believe it is important for pupils to understand why we teach certain subjects and skills and how they may help them in the future.

## Developing the Young Workforce at Strathdon School

*‘Curriculum for Excellence is designed to transform education in Scotland, leading to better outcomes for all children and young people. It does this by providing them with the knowledge, skills, and attributes they need to thrive in a modern society and economy laying the foundation for the development of skills throughout an individual’s life. Providing individuals with skills helps each individual to fulfil their social and intellectual potential and benefits the wider Scottish economy.’*  
(Building the Curriculum 4, 2009, p. 4)

At Strathdon School we support all children and young people in developing skills which they will use throughout their life and work. These skills for life and skills for work are embedded across all



curriculum areas through our Strathdon Curriculum Framework and our Curriculum Rationale. Pupils develop enterprising, personal skills, cognitive skills and the opportunity to put learning into a

practical context. A strong focus on literacy and numeracy is essential. All children require these skills to gain access to learning and to succeed in life. Confidence and competence in literacy and numeracy provide the foundations for lifelong learning, and the health and wellbeing curriculum

includes a range of opportunities to develop skills for life and work including working with others and early career planning.

At Strathdon School we make links between the learning in the classroom and the workplace to help young people see the relevance of their learning and to understand the contribution they can make to the school, their community and eventually to the local economy. They can feel valued and involved and experience challenge and enjoyment, increase confidence and positive about their attainment and achievement.

Learners at Strathdon School ...

- **Experience** a curriculum through which they learn about the world of work and job possibilities, and which makes clear the strengths and skills needed to take advantage of these opportunities.
- **Develop skills for learning, life and work** as an integral part of their education and be clear about how all their achievements relate to these.
- Have **opportunities to engage** in profiling that supports learning and the development of skills for work and future career choices.
- Are part of a **learning environment** that recognises and promotes diversity and supports them to understand that it is everyone's responsibility to challenge discrimination.
- Have the **opportunity to build knowledge** and understand of the workplace by working with a range of partners including parents/carers and employers who contribute to curricular learning activities.
- Are made **aware of the relevance of their learning** and how it links to adult life or life outside school.
- Have regular **opportunities to reflect** on where people work in their own families.
- Have the **opportunity every year to experience enterprising activities** and to develop enterprising skills such as teamwork, creativity and problem solving.



- Are **building capacities throughout the curriculum** as a whole to become successful learners, confidence individuals, responsible citizens and effective contributors which will support them as they move onto positive destinations after school.
- **Experience a transition experience** to enable them to continue to develop skills for learning, life and work as they move to the senior phase.
- Have **individual opportunities to engage** with industry e.g. science at Techfest or Technology through K'nex Challenge to promote business and industry.
- Are encouraged to **develop skills and opportunities** for personal achievement outside school. They reflect on how this learning builds their personal capacities and skills for life, learning and work.
- Have **opportunities to explore options** in learning and work and relate this to personal priorities and strengths.

## Appendix: 'I can' statements

### By end of Early Level: the pre-school years and P1, or later for some.

- I can communicate with people about the different jobs they do in my community.
- I can discuss some of the rewards that a job brings.
- I believe I can do any job.
- I can role play different job roles.
- I can follow rules and routines and explain why they are important.
- I can talk about my learning, my strengths, and my next steps.
- I can develop ideas and take part in projects to make things.

### By end of First Level: to the end of P4, but earlier or later for some.

- I can describe different jobs in my community and some of the skills needed for these.
- I can learn about the world of work from visits, projects and my experiences.
- I can talk to employers about myself and about their workplace.
- I can recognise that there are different ways to get a job.
- I can talk about the types of jobs that interest me.
- I believe I can succeed in any area of work.
- I can talk about my strengths, interests and skills and show evidence of my progress.
- I can set goals and work towards achieving them.
- I can adopt different roles when running a business.

**By end of Second Level: to the end of P7, but earlier or later for some.**

- I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.
- I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that.
- I can recognise the skills I have and need for work.
- I can apply my skills to get more information about jobs/careers.
- I can use online tools available to me.
- I own and can manage my profile and can use it to help me discuss my interests, strengths and skills with my parents/carers and others.
- I can identify people in my network who help me broaden my horizons.
- I believe I can maximise my potential in any type of work.
- I can identify different types of enterprise opportunities and engage in them.

## Preparing children and young people (3-18) for the world of work




### Developing the Young Workforce

Children and young people develop interests, strengths, skills and aspirations through experiences as part of the curriculum and life beyond school. A range of partners support these exciting journeys through co-design and co-delivery and together shape children and young people's decisions about their future and the pathways they follow. Where will these journeys take children and young people and how can **YOU** contribute?

[www.educationscotland.gov.uk/developingtheyoungworkforce](http://www.educationscotland.gov.uk/developingtheyoungworkforce)





curriculum for excellence  
building the curriculum 4  
skills for learning, skills for life  
and skills for work

- > SUCCESSFUL LEARNERS
- > CONFIDENT INDIVIDUALS
- > RESPONSIBLE CITIZENS
- > EFFECTIVE CONTRIBUTORS

Building the Curriculum 4: skills for learning, skills for life and skills for work

(Scottish Government 2009). Link to document in [Appendix 2](#)

Appendix 1 - [Developing the Young Workforce Career Education Standard \(3-18\) September 2015](#)

Appendix 2- [Building the Curriculum 4: skills for learning, skills for life and skills for work \(Scottish Government 2009\)](#)

Reviewed by	Details	Date
L. Field – HT	Reviewed/Approved	March 2023
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Revision	Details	Date
1.	Policy written and due for review in March 2025	March 22.03.23