

# EBP Primary Programme Summary 2025/2026

Inspiring our future workforce

Registered charity no. 1030564



## **Primary School Programmes**

How our programmes can support your delivery!

# Workshops available

Timings for ALL our workshops can vary depending on how much time you can give us:

\*\* Suitable for SEN students. Please contact us with your requirements.

| Event   | Description  | Target Year<br>Group | No. of students per session | Length of Time | Employer Support         |
|---|--|----------------------|-----------------------------|----------------|--------------------------|
| NEW for 2025  Junior Financial Awareness: Crazy Currency **       | In this 1-hour interactive workshop, we introduce the students to the idea of what currency is, why we need it and why we have it. Aiming to start them off on their journey as savings Superheroes, we take a fun look at money both here and around the world getting creative and having fun along the way! | Year 2, 3 & 4        | 1 class                     | 1 hour         | 1 Business<br>Ambassador |
| NEW for 2025  Junior Financial Awareness: The Power of Savings ** | In this fun, interactive 1 hour workshop, we use gamification to introduce students to smart spending habits, basic budgeting and financial terminology. Aiming to equip them with simple and achievable strategies to start them off on their savings journey.  | Year 6, 7 & 8        | 1 class                     | 1 hour         | 1 Business<br>Ambassador |

| Event              | Description                                | Target Year | No. of students  | Length of     | <b>Employer Support</b> |
|--------------------|--|-------------|------------------|---------------|-------------------------|
|                    |  | Group       | per session      | Time          |                         |
| NEW for 2025       | It's never too early to learn the value of | Year 5 & 6  | 1 class          | 1 hour        | 1 Business              |
|                    | money, how much things cost, how to        |             |                  |               | Ambassador              |
| Junior Financial   | plan and budget, salary expectations for   |             |                  |               |                         |
| Awareness:         | different career paths and how much        |             |                  |               |                         |
| Cost of Living,    | you need to earn to fund your preferred    |             |                  |               |                         |
| Planning an End of | lifestyle. Our Financial Awareness         |             |                  |               |                         |
| Term Party         | programme aims to increase student's       |             |                  |               |                         |
| **                 | financial awareness and understanding.     |             |                  |               |                         |
|                    | The workshop engages students and          |             |                  |               |                         |
|                    | helps them realise that choices made       |             |                  |               |                         |
|                    | now can make a real difference to their    |             |                  |               |                         |
|                    | standard of living in adult life.          |             |                  |               |                         |
| AWE Primary        | This is a science focused informative      | Year 5-6    | Min 1 class,     | This can vary | 2-3 Business            |
| Science            | and fun workshop aimed at year 5 and       |             | Max a whole year | from 1-2      | Volunteers              |
|                    | 6 students which ties in with the theme    |             | group            | hours         |                         |
|                    | of World Environmental Day for that        |             |                  |               |                         |
|                    | year. It has at least one activity for the |             |                  |               |                         |
|                    | students to engage in and the main aim     |             |                  |               |                         |
|                    | is to encourage an interest in STEM.       |             |                  |               |                         |
| Guess My Job**     | This is a fun event for young people to    | Year 5-6    | Min 1 class,     | 2 hours       | 6-8 Business            |
|                    | learn about job roles, the typical view of |             | Max a whole year |               | Volunteers              |
|                    | a person in certain jobs, and to enhance   |             | group            |               |                         |
|                    | their knowledge and understanding of       |             |                  |               |                         |
|                    | what the role involves as well as the      |             |                  |               |                         |
|                    | range of career opportunities available    |             |                  |               |                         |
|                    | to them in the future. A member of the     |             |                  |               |                         |
|                    | EBP team will lead the workshop.           |             |                  |               |                         |
|                    | Business volunteers from a range of        |             |                  |               |                         |
|                    | industries participate.                    |             |                  |               |                         |

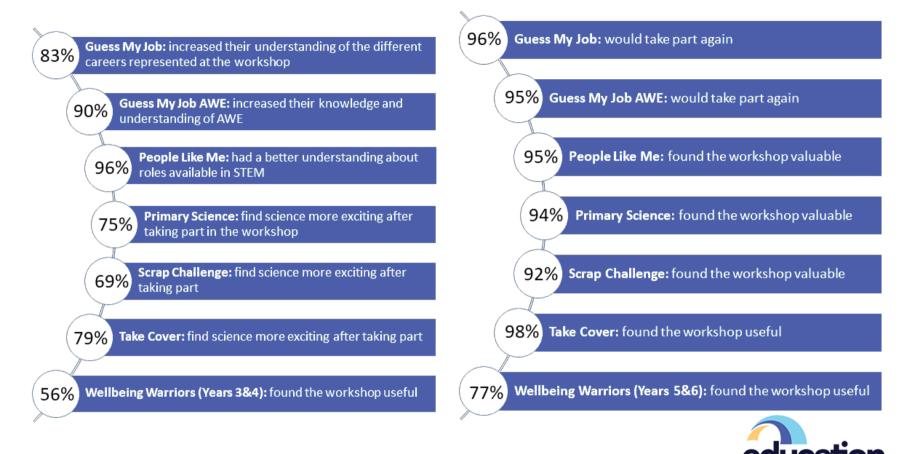
| Event                            | Description   | Target Year<br>Group | No. of students per session               | Length of<br>Time                     | Employer Support           |
|----------------------------------|---|----------------------|---|---------------------------------------|----------------------------|
| Engineering Scrap<br>Challenge** | Students will work in a team and put their imagination and engineering skills to the test with Cardboard City. Today's cities are highly varied throughout the world, ideally to best suit the needs of their residents. Each has different services, layouts, features, and styles. Students will design and create a cardboard city of their own from recycled materials. | Year 4-6             | Min 1 class,<br>Max a whole year<br>group | 2 hours up to<br>a full school<br>day | 6-8 Business<br>Volunteers |
| Saturday Night<br>Challenge**    | Students will work in teams; they have to take charge and organise an event within their school on a Saturday night for the local community. They will have to communicate well with their other team members to make this work. They may want to look at what's lacking for young people in their local area.  | Year 5-6             | Min 1 class,<br>Max a whole year<br>group | 2 hours up to<br>a full school<br>day | 6-8 Business<br>Volunteers |
| Get Shirty**                     | Students will spend the day with business volunteers, developing ideas and producing a comprehensive business plan for an independent t-shirt manufacturing company.  | Year 4-6             | Min 1 class,<br>Max a whole year<br>group | Full school<br>day                    | 6-8 Business<br>Volunteers |
| Take Cover –<br>STIXX**          | Students will construct a shelter out of STIXX rods that can house two of their team members (if not more). The team must discuss and plan how to construct the shelter. Teams will need to consider the size it needs to be and how many STIXX rods they will use.   | Year 4-6             | Min 1 class,<br>Max a whole year<br>group | 2 hours                               | 2 Business<br>Volunteers   |

| Event            | Description  | Target Year<br>Group | No. of students per session               | Length of<br>Time                     | Employer<br>Support        |
|------------------|--|----------------------|---|---------------------------------------|----------------------------|
| A Wild Life!**   | Teams will choose different animals to research. For example, nocturnal and diurnal animals, looking at their different habitats, food sources etc. They will then present their findings. A relevant speaker will also give a talk about animals and their habitats. Students will develop their research, teamwork, communication and presentation skills.   | Year 3-6             | Min 1 class,<br>Max a whole year<br>group | 2 hours up to<br>a full school<br>day | 2-3 Business<br>Volunteers |
| People Like Me** | Each student completes a handout (checklist) to gain a better understanding of their skills set and personality traits, thus determining what they naturally enjoy, and how they prefer to work. The findings of the audit will categorise them into different personality types and thus define the types of roles that suit their personality. This shows that knowing your personality type and what you find engaging might link into future career options where you will be happy and successful in the working world. With an interactive activity. | Year 5-6             | Min 1 class,<br>Max a whole year<br>group | 1.5 - 2 hours                         | 2-3 Business<br>Volunteers |

| Event           | Description                                     | Target Year<br>Group | No. of students per | Length of Time  | Employer<br>Support |
|-----------------|---|----------------------|---------------------|-----------------|---------------------|
|                 |   |                      | session             |                 |                     |
| Introduction to | Understanding how engineers shape our           | Year 4-6             | Min 1 class,        | 1.5 -2 hours    | 2-3 Business        |
| Engineering     | world. Focusing on different types of           |                      | Max a whole         |                 | Volunteers          |
| STEM**          | engineering making it exciting/relatable for    |                      | year group          |                 |                     |
|                 | students.                                       |                      |                     |                 |                     |
|                 | With an interactive problem solving/            |                      |                     |                 |                     |
|                 | creative teamwork activity                      |                      |                     |                 |                     |
| Community       | This is an opportunity for students to get      | Year 5-6             | Min 1 class,        | 2 hours up to a | 2-3 Business        |
| Action!**       | involved in an activity or campaign in their    |                      | Max a whole         | full school day | Volunteers          |
|                 | community, giving them an insight into roles    |                      | year group          |                 |                     |
|                 | and functions of their local town or Parish     |                      |                     |                 |                     |
|                 | Council. They will face a challenge that will   |                      |                     |                 |                     |
|                 | increase awareness of real-life issues facing   |                      |                     |                 |                     |
|                 | their local community.                          |                      |                     |                 |                     |
| Think Big!**    | The challenge is to invent a wacky new          | Year 5-6             | Min 1 class,        | 2 hours up to a | 2-3 Business        |
|                 | product or service for the year 2060!           |                      | Max a whole         | full school day | Volunteers          |
|                 | Students will work in teams and become a        |                      | year group          |                 |                     |
|                 | company that will develop a new product or      |                      |                     |                 |                     |
|                 | service for the future. This product or service |                      |                     |                 |                     |
|                 | doesn't have to be a complicated piece of       |                      |                     |                 |                     |
|                 | technology; it could be something really        |                      |                     |                 |                     |
|                 | simple that meets a need. The company will      |                      |                     |                 |                     |
|                 | be made up of the following departments:        |                      |                     |                 |                     |
|                 | Product Design; Sales & Marketing;              |                      |                     |                 |                     |
|                 | Finance.  |                      |                     |                 |                     |

| Event              | Description  | Target Year<br>Group | No. of students per session | Length of Time         | Employer<br>Support                 |
|--------------------|--|----------------------|-----------------------------|------------------------|-------------------------------------|
| Wellbeing Warriors | By taking part in this 6-week course, children will be given the tools to manage their own wellbeing in order to lead happier and mentally healthier lives. We know the phenomenal impact the arts can have on children's confidence, sense of self and creativity and how the arts can be used as a tool for developing the 5 ways to wellbeing; making connections, being active, taking notice, learning and giving. All our sessions are facilitated by experienced professional theatre and education practitioners.  Sessions cover exercise and nutrition, stress containers and self-care, bullying and healthy relationships, growth mindset and yoga / meditation. | Year 4-6             | Max 30 in a class           | 6 x 60 min<br>sessions | Led by Corn<br>Exchange,<br>Newbury |

#### Key impact data from all primary programmes 2023/2024



business partnership

Some schools could be entitled to some fully funded workshops.

The cost of the workshops in this program will vary due to student numbers and time within your school, please contact us to discuss your requirements.

All our workshops will be led by EBP and supported by local business professionals.

We would be thrilled to have the opportunity to discuss how our expertise can tailor bespoke experiences specifically for your institution. Allow us to design unique events that align with your educational objectives, igniting a dynamic learning experience for your students.

For any more details about any of our programmes, please contact:

Lesley Stewart
Developing Skills Team Manager
Lesleys@ebp.org.uk
01635 279217

### www.educationbusinesspartnership.co.uk









**Shaw House Church Road** Newbury **Berkshire RG14 2DR** 

Phone: 01635 279206 / 01635 279208 info@ebp.org.uk

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