

# Edward Peake C of E VC Middle School



## PSHCE Planning

Subject: PSHCE	Unit: Living in the Wider World	Term/Duration: Spring 1 / 6 Weeks	Year Group 5
<b>Environment</b>  <b>Careers</b> Career types; Challenging career stereotypes; Different rights, responsibilities and duties <ul style="list-style-type: none"><li>• What living in a community means</li><li>• Valuing different contributions that people make</li><li>• Recognize there is a range of different jobs/careers</li><li>• Stereotypes in the workplace</li><li>• Influences of people’s decisions about a job or career</li><li>• Skills that will help them carry out jobs in the future (i.e. teamwork, communication, negotiation)</li><li>• Identify the kind of job they may like to do when older</li></ul> PoS: R32, L9, L26, L27, L28, L29, L30, L31, L32  <b>Money</b> Importance of finance in people’s lives <ul style="list-style-type: none"><li>• Being a critical consumer</li><li>• Looking after money, interest, loan</li><li>• Debt management of money</li><li>• Ways of paying for things</li><li>• Attitudes towards saving and spending</li><li>• People’s spending decisions impact on environment and others</li></ul>		<b>Key Vocabulary:</b> Qualities, strengths, goal, goal setting, achieve, challenge  Qualification, job, workplace, career, skills, interests, experiences, qualities, role, decision-making, leadership, teamwork, problem solving, job description  Dilemma, sustainable, eco-friendly, waste, budget, diet, vegetarian, vegan  Loans, borrow, money, debt, interest rate, loan shark, payday, cost, bank loan, mortgage, leisure, payslip, tax, council tax	
<b>By the end of this unit...</b>			
<b>All pupils should be able to:</b> <ul style="list-style-type: none"><li>• Identify their personal qualities and strengths</li><li>• identify a range of jobs</li><li>• recognise and challenge gender stereotypes</li></ul>			

# Edward Peake C of E VC Middle School



## PSHCE Planning

- identify personal strengths, interests and qualities that will be useful in the workplace
- name some examples of when people may wish to borrow money
- name some key parts of a simple payslip

### **Most pupils will be able to:**

- Practise effective goal setting
- describe the skills and experience needed for a specific job
- identify a few historical reasons for gender-specific roles in society
- describe skills that employers would potentially be looking for
- know the meaning of some key terms including loan, debt, interest rate, loan shark and payday loan
- rank leisure activities by personal preference, assumed cost and assumed benefits
- research the approximate cost of a range of leisure activities and rank them in real cost order
- understand that local services are paid for through income taxes, council tax and other taxes

### **Some pupils will be able to:**

- Describe the steps and changes to achieving a goal
- demonstrate the role of decision-making in the workplace
- describe influences on aspirations (family, media, role models)
- identify potential STEM career choices that are available to me
- know that some loan options (payday loans and loan sharks) are costlier and riskier than other options
- explain some benefits of a range of leisure activities
- list some local services paid for through taxation.

	Learning Objectives	Content	Resources	Success Criteria
1	LO: To learn about what influences future goals	<p><b>Re-establish Ground Rules</b></p> <p><b>Openness:</b> <i>We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.</i></p> <p><b>Keep the conversation in the room:</b> <i>We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.</i></p> <p><b>Non-judgmental approach:</b> <i>It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.</i></p>	<p>Ask It Basket</p> <p>A4 plain paper</p> <p>Video of interview with Boxer - <a href="https://primary-careers.careersandent">https://primary-careers.careersandent</a></p>	<p>I can identify their personal qualities and strengths</p> <p>I can practise effective goal setting</p>

# Edward Peake C of E VC Middle School



## PSHCE Planning

	<p><b>Right to pass:</b> <i>Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.</i></p> <p><b>Make no assumptions:</b> <i>We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.</i></p> <p><b>Using appropriate language:</b> <i>We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</i></p> <p><b>Asking questions:</b> <i>We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.</i></p> <p><b>Seeking help and advice:</b> <i>If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.</i></p> <p><b>Starter:</b> Using Resource 1: Attitude continuum, pupils demonstrate their current understanding and attitudes about achieving goals in the future. Pupils work individually and without prompting. Once finished, gather verbal feedback from the whole class to gain an understanding of pupils' views. Stick resources in exercise books for evidence for assessment.</p> <p><b>Main:</b> <u>Activity 1: Qualities and strengths</u> Explain to pupils that this activity will focus on how someone's qualities and strengths contributed to achieving their goal of winning an Olympic medal. Pupils watch the video of the interview with boxer Anthony Ogogo. Introduce Resource 2: Qualities and strengths worksheet, and ask pupils to write down the qualities and strengths that helped Anthony to achieve his goal. For example: Strengths: Sport (boxing/football/swimming), P.E. at school, fitness Qualities: Hard-working, disciplined, energetic, enthusiastic, dedicated, resilient</p> <p>Once completed for the boxer, pupils consider their own strengths and qualities using Resource 3: Qualities and strengths word bank.</p> <p><b>Support:</b> Pupils could use Resource 3: Qualities and strengths word bank to support them in identifying and writing Anthony's qualities and strengths</p> <p><b>Challenge:</b> Pupils discuss which qualities or strengths played the most important role in Anthony achieving his goal.</p>	<p><a href="https://erprise.co.uk/resources/linking-career-related-learning-pshce">erprise.co.uk/resources/linking-career-related-learning-pshce</a></p> <p>Resource 1: Attitude continuum</p> <p>Resource 2: Qualities and strengths</p> <p>Resource 3: Qualities and strengths word bank</p> <p>Resource 4: Goal card sort</p> <p>Resource 5: Goal setting mountain</p>	<p>I can describe the steps and challenges to achieving a goal</p>
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# Edward Peake C of E VC Middle School



## PSHCE Planning

	<p><u>Activity 2: Goal card sort</u>          Explain to pupils that understanding our personal qualities and strengths can help us to set goals for the future. Discuss the different types of goals that someone may have and remind pupils that these can be wide ranging and not necessarily related to a career. Explain the difference between short-term goals (i.e. in the near future - this month or this year) and long-term goals (i.e. further in the future - more than a year away). 3 Pupils then work in pairs or small groups to sort the cards from Resource 4: Goal card sort into short-term and long-term goals.</p> <p><u>Activity 3: Goal setting</u>          Building on their ideas from Resource 2: Qualities and strengths worksheet, pupils use Resource 5: Goal setting mountain, starting at the top to establish a goal and then completing the steps it would take to get there. To stimulate their thinking, give pupils 30 seconds to think about a goal of their own that they would like to achieve. This could be a long-term or a short-term goal, and remind them they could choose one of the ideas from Resource 4: Goal setting card sort. Prompt questions to support:</p> <ul style="list-style-type: none"> <li>• What qualities and strengths do you have to help to achieve your goal? E.g. hard-working, computer skills</li> <li>• What actions need to be taken to achieve this goal? E.g. improve maths skills, practise the piano everyday</li> <li>• Are there any challenges to achieving this goal? E.g. low confidence in writing skills, no football club at school</li> <li>• Who can help to achieve this goal? E.g. teacher, parent, learning mentor or sports coach</li> </ul> <p><b>Support:</b> Pupils could focus on a tangible short-term goal E.g. learn to ride a bike or learn to do front crawl  <b>Challenge:</b> Explain to pupils that setting short-term goals can be helpful in achieving long-term goals. Ask pupils if there are any examples of a short-term goal that can help to achieve a long-term goal in Resource 4: Goal card sort (e.g. have a basic conversation in a new language and become fluent in a new language)</p> <p><u>Endpoint assessment</u>          Ask pupils to revisit their baseline assessment and make changes as a result of their learning in this lesson. Pupils should choose one of the statements from the attitude continuum to discuss with a partner, and either explain why they feel more strongly about it now than they did at the start of the lesson, or why their opinion has changed as a result of today's learning.</p> <p><b>Plenary:</b>          It is important that pupils feel comfortable learning about jobs and careers and don't feel worried about their own job prospects or those of their family. Ensure pupils know they can talk to a trusted adult if they have</p>		
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# Edward Peake C of E VC Middle School



## PSHCE Planning

		questions about the world of work. Remind pupils that they don't need to set long-term goals or decide on a future career right away and that there will be further lessons and support available at secondary school.		
2	LO: To learn about the different skills needed for a job	<p><b>Re-establish Ground Rules</b></p> <p><b>Starter:</b>  <u>Baseline assessment</u>            On A3 print outs, display the sheets from <b>Resource 1: Different Jobs</b> around the classroom. Pupils move around the room and add to each one underneath the headings skills, interests and experiences. Prompt questions could support thinking and ensure the pupils' understanding of the headings.</p> <ul style="list-style-type: none"> <li>• What might someone need to be able to do in this job? What skills would they need? E.g. The website developer would need computing skills</li> <li>• What interests might someone have to do this job? E.g. The mechanic might be interested in cars (or bikes)</li> <li>• What experiences might someone have to do this job? E.g. The sportsperson might have been part of a sports club at school</li> </ul> <p>The purpose of this activity is to enable you to find out pupils' existing knowledge and attitudes. Collect in and note any responses and misconceptions that may need addressing through the lesson.</p> <p><b>Main:</b>  <u>Activity 1: Job skills</u>            Explain to pupils that this activity will focus on some of the skills needed to be a Head Chef. Pupils start by watching the interview of the Head chef talking about their job.            Introduce Resource 2: Job Skills worksheet and ask pupils to write down how the chef applies each of the skill areas at work.            For example:            Leadership: managing the kitchen, ordering the produce, taking care of the team, ensuring the restaurant makes a profit, ensuring customers are happy            Teamwork: working together, understanding others (empathy), building friendships            Decision-making: about where ingredients come from, buying sustainable products, how much to charge customers            Problem solving: making sure what is offered appeals to everyone including being aware of different diets (vegetarian/vegan), being sustainable, avoiding waste, dealing with accidents or emergencies            Additional note: The video in this lesson describes the route to becoming a Head Chef through gaining an NVQ, a work-based qualification under the old NQF system. These have now been translated into awards, certificates or</p>	<p>Ask It Basket</p> <p>A4 plain paper</p> <p>video of interview with Head Chef – <a href="https://primary-careers.careersandenterprise.co.uk/resources/linking-career-related-learning-pshce">https://primary-careers.careersandenterprise.co.uk/resources/linking-career-related-learning-pshce</a></p> <p>resource 1: Different jobs</p> <p>resource 2: Job skills worksheet</p> <p>resource 3: Workplace dilemma scenarios</p> <p>resource 4: Job description</p>	<p>I can identify a range of jobs</p> <p>I can describe the skills and experience needed for a specific job</p> <p>I can demonstrate the role of decision-making in the workplace</p>

# Edward Peake C of E VC Middle School



## PSHCE Planning

	<p>diplomas. Further information about this career route can be accessed here:  <a href="https://nationalcareers.service.gov.uk/job-profiles/chef">https://nationalcareers.service.gov.uk/job-profiles/chef</a>.</p> <p>Once completed for the Head Chef, pupils then complete the same worksheet for a job of their choice (using an idea from the baseline assessment or a different one they may want to do in the future, for example).</p> <p><b>Support:</b> Pupils could focus on just two or three skill areas: Leadership, Teamwork and Decision-making  <b>Challenge:</b> For both jobs, pupils could add examples of the skills gained in school such as maths (to help with budgeting), and the skills gained out of school such as managing a team</p> <p><u>Activity 2: Scenarios: Workplace dilemmas</u>          Using Resource 3: Workplace dilemma scenarios, pupils work on one scenario per group and consider how the dilemma could be solved.          Ask pupils to respond to the following questions and feedback to the class:</p> <ul style="list-style-type: none"> <li>• What is the dilemma?</li> <li>• What needs to change?</li> <li>• What skills do the characters need to solve the dilemma?</li> <li>• What decisions need to be made and by whom?</li> </ul> <p>Encourage pupils to think positively and focus on problem solving rather than placing blame. Draw out the importance of communication, decision-making, working as a team and how the efforts of everyone working together make for a more effective workplace.</p> <p><u>Endpoint Assessment</u>          Pupils revisit their Different Jobs baseline assessment completed at the beginning of the lesson and, using a different colour pen/pencil, change or add to their ideas as a result of their learning in this lesson. Pupils could discuss whether some of the same skills are needed for a variety of jobs, and which skills are more specific to each role</p> <p><b>Plenary</b>          It is important that pupils feel comfortable learning about jobs and careers and don't feel worried about their own job prospects or those of their family. Ensure pupils know they can talk to a trusted adult if they have questions about the world of work. Remind pupils that they don't need to decide a future career right away and that there will be further lessons and support available at secondary school</p>		
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# Edward Peake C of E VC Middle School



## PSHCE Planning

3	<p>LO: To explore what is meant by 'gender stereotypes' and 'equality'</p>	<p><b>Re-establish Ground Rules</b></p> <p><b>Starter:</b>            Display the pictures on the whiteboard            Ask the class to give responses to the pictures and to explore the following questions:            What do they notice about the pictures?            Are they a fair representation of the different kinds of work that men and women do?            What are the similarities and differences in the roles depicted?            Take responses            Look again at some of the pictures and ask the class if they can see any examples of stereotyping and gender stereotyping            Do they think that the depictions reflect the 'real' world?            Can they think of people they know who do jobs that are not traditionally considered to be a woman or a man's job?</p> <p><b>Main:</b>            Ask the class if they know what is meant by stereotyping, gender stereotyping and equality.            Agree on definitions and write on the whiteboard.</p> <p><u>Activity 1: Jobs</u>            Look again at some of the pictures and ask the class if they can see any examples of stereotyping and gender stereotyping.            Do they think that the depictions reflect the 'real' world?            Can they think of people they know who do jobs that are not traditionally considered to be a woman or a man's job?</p> <p><u>Activity 2: Challenging gender stereotypes</u>            In small groups, ask the pupils to identify reasons for why women and men may be perceived to be 'better' at doing certain kinds of jobs / having specific attributes that make them better at doing some jobs.</p> <ul style="list-style-type: none"> <li>• What might influence their decisions?</li> <li>• What influenced the decisions of men and women in previous decades / centuries?</li> </ul> <p>Talk about the impact of some of the following: The Industrial Revolution, female emancipation, World Wars I &amp; II, the invention of computers, the Equality Act, etc.</p>	<p>Ask it Basket</p> <p>Resource 1: Sources of support cards</p> <p>Resource 2: Message to self</p>	<p>I can recognise and challenge gender stereotypes</p> <p>I can identify a few historical reasons for gender-specific roles in society</p> <p>I can describe influences on aspirations (family, media, role models)</p>
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# Edward Peake C of E VC Middle School



## PSHCE Planning

		<p>Ask pupils about women they know (in their families, friends and communities) who do jobs that traditionally would have been done by men. Are any of them in a science or technology field? How can we challenge assumptions that women don't do these kinds of jobs?</p> <p><u>Activity 3: Influences on job choices</u> Look again at the picture of the girl / boy you drew at the start of the lesson. Would they change or add anything now? (If so, use a different pen or pencil colour).</p> <p><b>Plenary</b> Ask pupils how their opinions or ideas about what they would like to do as a career have been affected by what they have learned and talked about? What was interesting and what was surprising? Suggest ways that we can challenge assumptions about the jobs that women do.</p>		
4	LO: To learn about the skills and attributes needed for the world of work	<p><b>Re-establish Ground Rules</b></p> <p><b>Starter:</b> Re-cap previous learning outcomes. Do the pupils usually think about things in a helpful way?</p> <p><b>Main:</b> <u>What did we find out?</u> Ask pupils to take turns to share three key points from their parent interviews with the rest of the pupils in their group.</p> <p>An elected spokesperson summarises the findings of their group and feeds back to the rest of class.</p> <p>The class teacher or a 'pupil scribe' notes down each group's feedback under the following two headings on whiteboard or flipchart: 1. Influences on parents' career choices. 2. Skills and attributes that are needed by parents to do their current jobs.</p>	Ask It Basket  Siemens Skills and Attributes	<p>I can identify personal strengths, interests and qualities that will be useful in the workplace</p> <p>I can describe skills that employers would potentially be looking for</p> <p>I can identify potential</p>



# Edward Peake C of E VC Middle School



## PSHCE Planning

	<ul style="list-style-type: none"> <li>• What do pupils notice about these lists?</li> <li>• Were there any surprises in what they were told?</li> <li>• What are their thoughts now about their own possible career choices?</li> </ul> <p>List these under 'Plus, Minus and Interesting' on the whiteboard / flipchart to capture class reflections.</p> <p><u>Activity 1: Different Jobs</u></p> <p>In pairs or small groups, choose two pictures depicting different jobs.</p> <p>Ask the pupils to:</p> <ul style="list-style-type: none"> <li>• List five skills that they think are important to be able to do each job</li> <li>• List five personal attributes which they think would be needed to help them to carry out the job effectively.</li> </ul> <p>Encourage pupils to debate and discuss before the pair or group reach a decision. Which jobs could be described as STEM-based?</p> <p><u>Activity 2: Thinking about STEM careers</u></p> <p>Divide the class into groups to compile a mindmap to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What specific qualifications might be needed for a STEM career?</li> <li>• Which skills and attributes might be particularly suited to doing a STEM job?</li> <li>• What different STEM career paths are available?</li> <li>• Which particular skill set might a STEM employer be looking for?</li> </ul> <p><u>Activity 3: Career Choices</u></p> <p>Ask a spokesperson from each group to feedback on their group's responses to the questions below:</p> <ul style="list-style-type: none"> <li>• Did anything they discussed or found out surprise them?</li> <li>• Are there any new or additional skills for the world of work that they hadn't considered?</li> </ul> <p>Add this to the 'Plus, Minus and Interesting' list.</p> <p><b>Plenary</b></p> <p>Either independently or in pairs, discuss and then write about the following:</p> <ul style="list-style-type: none"> <li>• What are my personal skills and attributes?</li> <li>• How might they be useful in the workplace / in a job?</li> <li>• Which ones do I need to develop further / work on?</li> </ul>		STEM career choices that are available to me
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# Edward Peake C of E VC Middle School



## PSHCE Planning

5	LO: To explore loan options and discuss the physical and emotional value of money	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b> Conduct the unit quiz (via the website) to establish a baseline of the children's understanding for this unit Ask children to suggest occasions (e.g. that they have seen on TV) when someone might wish or need to borrow money, a little or a lot. (Don't let children share family examples or discuss monetary amounts)</p> <p><b>Main:</b> Begin the session by finding out what the children already know about loans to generate a definition together. Generate discussion further by asking the children, 'What things do people get loans for?' and 'Where do loans come from?' These ideas can be given verbally or written, then shared to establish prior knowledge.</p> <p><u>Activity 1</u> Provide the task sheet: Matching Loan Definitions, to allow the children to be familiarised with the vocabulary of loans. Children are to sort the terms with the definitions. Check these are correct using the Factsheet: Loans.</p> <p><u>Activity 2</u> Pupils generate a list of leisure activities they enjoy. They organise these as 'every day', 'now and then' and 'special occasion' activities.</p> <p>Read the 'Do You Need It?' flip book story, as this activity focuses on the story ending. Encourage the children to explore positive activities that the Deacon family would like to do in the absence of the TV. Working in pairs, distribute the diamond nine cards and ask the children to rank the activities initially according to their own preferences. Share with the class their chosen top 3 activities giving explanations for their choices. Now ask the children to organise these 9 activities to form a list starting with what they think is the most expensive. Discuss where their original top 3 preferences are in the list and make comparisons to their choices and the cost of the chosen activity. At this point, children can research the actual cost of the activities via the Internet. Reorder the list if needed.</p>	<p>Ask It Basket</p> <p><a href="https://www.valuesmoneyandme.co.uk/teachers/do-you-need-it-ks2">https://www.valuesmoneyandme.co.uk/teachers/do-you-need-it-ks2</a> - Interactive Storybook &amp; Quiz</p> <p>Resource 1.1: Factsheet: Loans for each group/pair</p> <p>Resource 1.2: Matching Loan Definitions sheet per pair</p> <p>Resource 2.1: Diamond 9 cards for each pair</p> <p>Resource 2.2: The Cost of Having Fun record sheet</p>	<p>I can name some examples of when people may wish to borrow money</p> <p>I know the meaning of some key terms including loan, debt, interest rate, loan shark and payday loan</p> <p>I know that some loan options (payday loans and loan sharks) are costlier and riskier than other options</p> <p>I can rank leisure activities by personal preference, assumed cost</p>
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## PSHCE Planning

		<p>Children revisit their own activity ideas and identify any differences in the benefits of a 'special treat' activity compared to an 'everyday' activity. Children could see how many activities they can think of that are fun and free (or very cheap) and remember that these can bring them happiness</p> <p><b>Plenary</b> In pairs or table groups, children play a quick quiz using the cards, to match terms and definitions (for more challenge some children could not use the definitions and rely on memory)</p> <p>Repeat the unit quiz and evaluate children's progress</p>		<p>and assumed benefits</p> <p>I can research the approximate cost of a range of leisure activities and rank them in real cost order</p> <p>I can explain some benefits of a range of leisure activities</p>
6	LO: To explore payslips and taxation	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b> Conduct the unit quiz to establish a baseline of the children's understanding for this unit. Ask if children can explain the meaning of 'payslip' and when a person might receive one</p> <p><b>Main:</b> Using the payslip / deductions factsheet children explore the terms used and understand what they mean Distribute the Payslip Quick Quiz (or read out questions and children answer in quiz teams) to test their memory on the factsheet. Working as a class with the interactive whiteboard, or at individual computers ask the children to explore the clicks within the map to find information about how things are paid for. Ask the children to explore the Pride Place interactive click and explore map, clicking on the stars to explore how the different deductions pay for services and the amenities we share in the community. Alternatively, they can use the offline Paying for Communities Fact Sheet to help them find the different things.</p>	<p>Ask it Basket</p> <p><a href="https://www.valuesmoneyandme.co.uk/teachers/a-fair-day-s-pay-ks2">https://www.valuesmoneyandme.co.uk/teachers/a-fair-day-s-pay-ks2</a> - quiz</p> <p>Resources 1.1 – 1.3: Payslip / deductions factsheet</p> <p>Resource 1.4: Payslip Quick quiz</p>	<p>I can name some key parts of a simple payslip</p> <p>I can understand that local services are paid for through income taxes, council tax and other taxes</p>

# Edward Peake C of E VC Middle School



## PSHCE Planning

	<p>Ask them to complete the Paying for Communities Inventory, ticking the box next to the item sheet each time they find it on the website (or the factsheet)</p> <p>Ask them to explore further and find out how the item is paid for (Local Government, through council tax or Central Government through income tax and other taxes) and to tick the box on the inventory.</p> <p>Discuss with the class what new or unexpected things they have learned about the community.</p> <p><b>Plenary:</b></p> <p>Reinforce pupils' recall with another quick quiz of payslip terms. Children can take part as individuals or as table groups.</p> <p>Ask pupils to identify examples from your own community of places or activities that are paid for through taxation (these might include your school, NHS facilities and emergency services, parks and playgrounds, library, sports and swimming, drop-in centres, council services like recycling collection, street lights etc.).</p>	<p>Resource 1.5: Paying for Communities Factsheet</p> <p>Resource 1.6: Paying for Communities Inventory</p>	<p>I can list some local services paid for through taxation.</p>
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**Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address in their own Community Circle time**