



**PSHE Curriculum @ All Saints  
Key Stage 1 and Key Stage 2  
2021-2022**



## PSHE Topics thought the year recap from previous year

### EYFS

#### **Mental Health Awareness Week**

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

#### **My Body**

- The similarities and differences between boys and girls
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

#### **Peer pressure**

- To use simple rules for resisting pressure when they feel unsafe or uncomfortable
- basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

#### **Privates are Private NSPCC video**

- The difference between good and bad secrets
- about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

#### **Online Safety (Digital literacy in Computing Lessons)**

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- How and when to seek support including which adults to speak to in school if they are worried about their health.
- that people can say hurtful things online
- that sometimes people may behave differently online, including by pretending to be someone they are not



- that not all information seen online is true

#### **Healthy Lifestyle**

- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.
- The principles of planning and preparing a range of healthy meals.
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### **Flu Jab Season**

- The facts and science relating to immunisation and vaccination

#### **First Aid**

- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

#### **Transition Week**

- about preparing to move to a new class/year group

#### **Money Week**

- that money is; forms that money comes in; that money comes from different sources
- that people make different choices about how to save and spend money
- about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- that money needs to be looked after; different ways of doing this
- that jobs help people to earn money to pay for things

#### **Included in RE coverage**

- About the sacrament of Baptism
- Jesus' teaching on who is my neighbour
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

KS1

#### **Transition Week**

- about preparing to move to a new class/year group

**Privates are Private NSPCC video**



- The difference between good and bad secrets
- about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- how to respond safely to adults they don't know

#### **Money Week**

- that money is; forms that money comes in; that money comes from different sources
- that people make different choices about how to save and spend money
- about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- that money needs to be looked after; different ways of doing this
- that jobs help people to earn money to pay for things
- that money needs to be looked after; different ways of doing this
- about some of the strengths and interests someone might need to do different jobs

#### **Online Safety (Digital literacy in Computing Lessons)**

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- How and when to seek support including which adults to speak to in school if they are worried about their health.
- that people can say hurtful things online
- that sometimes people may behave differently online, including by pretending to be someone they are not
- that not all information seen online is true

#### **Included in RE coverage**

- About the sacrament of Baptism
- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

LKS2

#### **Body Image**

- Strategies to develop self-confidence and self-esteem
- That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)



- to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

#### **Puberty**

- The nature and role of menstruation in the fertility cycle
- to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

#### **Included in RE coverage**

- The sacrament of marriage involves commitment and self- giving. It is a formal, lifelong commitment
- Marriage represents a formal and legally recognised commitment
- For the Church, marriage has a special significance as one of the sacraments
- About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another

#### **British Values**

- That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)
- That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers
- that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk3
- that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

#### **Transition**

- problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- strategies to manage transitions between classes and key stages

#### **Human Rights**

- that for some people gender identity does not correspond with their biological sex
- that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- to recognise there are human rights, that are there to protect everyone
- about the relationship between rights and responsibilities

#### **Firework Night and Road Safety/ Bike ability – Autumn**

- strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

#### **Healthy Life Style**

- about the mixed messages in the media about drugs, including alcohol and smoking/vaping
- about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns



- That bacteria and viruses can affect health and those following simple routines and medical interventions can reduce their spread

### **Discrimination and Prejudice and Diversity**

- about discrimination: what it means and how to challenge it
- about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

### **Law**

- to recognise reasons for rules and laws; consequences of not adhering to rules and laws

### **Digital Literacy (Computing)**

- about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- How and when to seek support including which adults to speak to in school if they are worried about their health.
- that people can say hurtful things online
- that sometimes people may behave differently online, including by pretending to be someone they are not
- that not all information seen online is true

### **Money Week**

- about the different ways to pay for things and the choices people have about this
- that money is; forms that money comes in; that money comes from different sources
- that people make different choices about how to save and spend money
- about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- that money needs to be looked after; different ways of doing this
- that jobs help people to earn money to pay for things
- that money needs to be looked after; different ways of doing this
- about some of the strengths and interests someone might need to do different jobs
- to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'



	<ul style="list-style-type: none"> <li>that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> <li>different ways to keep track of money</li> <li>about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> <li>about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</li> <li>about stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> <li>about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</li> <li>that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</li> <li>about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</li> <li>to identify the kind of job that they might like to do when they are older</li> <li>to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</li> </ul>
UKS 2	<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</li> <li>about stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> <li>about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</li> <li>that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</li> <li>about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</li> <li>to identify the kind of job that they might like to do when they are older</li> <li>to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</li> </ul> <p><b>British Values</b></p> <ul style="list-style-type: none"> <li>That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)</li> <li>That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</li> <li>that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</li> <li>that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</li> <li>About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</li> </ul> <p><b>Healthy Life Style</b></p> <ul style="list-style-type: none"> <li>about the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> </ul>



- about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns
- That bacteria and viruses can affect health and those following simple routines and medical interventions can reduce their spread

### **Human Rights**

- that for some people gender identity does not correspond with their biological sex
- that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- to recognise there are human rights, that are there to protect everyone
- about the relationship between rights and responsibilities

### **Transition**

- problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- strategies to manage transitions between classes and key stages

### **Discrimination and Prejudice and Diversity**

- about discrimination: what it means and how to challenge it
- about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

### **Law**

- to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- Democracy
- Crime and Punishment

### **Money Week**

- about the different ways to pay for things and the choices people have about this
- to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- different ways to keep track of money
- about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

### **Digital Literacy (Computing)**

- about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information





- That people sometimes behave differently online, including by pretending to be someone they are not.
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Below is a list of objectives not covered by our Life to the Full curriculum but have been covered in the PSHE topics above.

	EYFS	KS1	LKS2	UKS2
<b>Government Guidance</b>	<ol style="list-style-type: none"> <li>1. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>2. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>3. That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>4. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>5. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>6. How information and data is shared and used online.</li> <li>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>8. That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>9. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>10. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> <li>11. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>12. Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>13. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>14. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>15. The risks associated with an inactive lifestyle (including obesity).</li> </ol>	All DfE Guidance Met	All DfE Guidance Met	All DfE Guidance Met



	<p>16. How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>17. The principles of planning and preparing a range of healthy meals.</p> <p>18. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>19. The facts and science relating to immunisation and vaccination</p> <p>20. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>21. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>22. About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p><b>Suggested topics</b></p> <ul style="list-style-type: none"> <li>• Marriage (RE) 1</li> <li>• Stereotyping 2</li> <li>• Online Safety (Computing) 3,4,5,6,11,12,13,14,16</li> <li>• Privates are private-NSPCC video 7,16</li> <li>• Metal Health week – 8,9,10,16</li> <li>• Healthy Life Style (DT- Cooking) 15,16,17,18</li> <li>• Flu Jab week – 19</li> <li>• First Aid -20</li> <li>• My Body – 21, 22</li> </ul>					
	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>		
<b>CES Model Curriculum</b>	<p>1. 1.1.2.4 - About the sacrament of Baptism</p> <p>2. 1.1.3.4 - The similarities and differences between boys and girls</p> <p>3. 1.2.4.2 - To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>4. 1.2.4.3 - The difference between good and bad secrets</p>	<ul style="list-style-type: none"> <li>• 1.1.2.4. About the sacrament of Baptism</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.3.2. Strategies to develop self-confidence and self-esteem</li> <li>• 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</li> <li>• 2.1.5.3. The nature and role of menstruation in the fertility cycle</li> <li>• 2.2.2.4. The sacrament of marriage involves commitment and self- giving. It is a formal, lifelong commitment</li> <li>• 2.2.3.3. Marriage represents a formal and legally recognised commitment</li> <li>• 2.2.3.4. For the Church, marriage has a special significance as one of the sacraments</li> <li>• 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)</li> <li>• 2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</li> <li>• 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</li> </ul>	<ul style="list-style-type: none"> <li>• 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)</li> <li>• 2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</li> <li>• 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</li> </ul>		



	<p>5. 1.3.2.3 - Jesus' teaching on who is my neighbour</p> <p>6.</p> <p><b>Suggested topics</b></p> <ul style="list-style-type: none"> <li>• RE – 1,5</li> <li>• My Body – 2</li> <li>• Peer pressure – 3</li> <li>• Privates are Private</li> <li>• NSPCC video - 4</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• 2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</li> </ul>	<ul style="list-style-type: none"> <li>• 2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</li> </ul>
	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>PSHE Association</b>	<ul style="list-style-type: none"> <li>• H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</li> <li>• H27. about preparing to move to a new class/year group</li> <li>• R10. that people can say hurtful things online</li> <li>• R14. that sometimes people may behave differently online, including by pretending to be someone they are not</li> <li>• R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</li> <li>• R19. basic techniques for resisting pressure</li> </ul>	<ul style="list-style-type: none"> <li>• H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</li> <li>• H27. about preparing to move to a new class/year group</li> <li>• R15. how to respond safely to adults they don't know</li> <li>• L13. that money needs to be looked after; different ways of doing this</li> <li>• L17. about some of the strengths and interests someone might</li> </ul>	<ul style="list-style-type: none"> <li>• H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> <li>• H26. that for some people gender identity does not correspond with their biological sex</li> <li>• H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>• H36. strategies to manage transitions between classes and key stages</li> <li>• H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> <li>• H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk3</li> <li>• H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> <li>• H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</li> <li>• R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> </ul>	<ul style="list-style-type: none"> <li>• H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> <li>• H26. that for some people gender identity does not correspond with their biological sex</li> <li>• H36. strategies to manage transitions between classes and key stages</li> <li>• H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk3</li> <li>• R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> <li>• R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</li> <li>• R21. about discrimination: what it means and how to challenge it</li> <li>• L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li> <li>• L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> <li>• L17. about the different ways to pay for things and the choices people have about this</li> <li>• L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</li> </ul>



	<p>to do something they don't want to do and which may make them unsafe</p> <ul style="list-style-type: none"> <li>• L9. that not all information seen online is true</li> <li>• L10. what money is; forms that money comes in; that money comes from different sources</li> <li>• L11. that people make different choices about how to save and spend money</li> <li>• L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>• L13. that money needs to be looked after; different ways of doing this</li> <li>• L15. that jobs help people to earn money to pay for things</li> </ul>	<p>need to do different jobs</p>	<ul style="list-style-type: none"> <li>• R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</li> <li>• R21. about discrimination: what it means and how to challenge it</li> <li>• L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>• L2. to recognise there are human rights, that are there to protect everyone</li> <li>• L3. about the relationship between rights and responsibilities</li> <li>• L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li> <li>• L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> <li>• L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</li> <li>• L17. about the different ways to pay for things and the choices people have about this</li> <li>• L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</li> <li>• L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> <li>• L21. different ways to keep track of money</li> <li>• L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> <li>• L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</li> <li>• L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>• L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</li> <li>• L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> </ul>	<ul style="list-style-type: none"> <li>• L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> <li>• L21. different ways to keep track of money</li> <li>• L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> <li>• L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</li> <li>• L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>• L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</li> <li>• L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> <li>• L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</li> <li>• L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</li> <li>• L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</li> <li>• L31. to identify the kind of job that they might like to do when they are older</li> <li>• L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</li> </ul>
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