



HEATHSIDE SCHOOL  
HAMPSTEAD

# PSHE Policy

## Introduction

This policy covers our approach to Personal, Social, Health and Economic education (PSHE) and Citizenship education. It aims to set out the purpose of PSHE and Citizenship education and the intended outcomes for pupils; it also includes our curriculum coverage and how it is delivered.

**This policy takes into consideration the following legal requirements, national strategies and government guidance:**

- Education Act
- Academies Act
- Department for Education Guidance for Personal, Social, Health and Economic (PSHE) Education 2021
- Department for Education Guidance for the teaching of the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education 2021

**We believe PSHE and Citizenship education is integral to many aspects of school life and this policy should be cross-referenced to the following related policies:**

- Equality and Diversity
- Relationships and Sex Education
- Safeguarding and Child Protection
- Confidentiality
- Behaviour and Attendance
- Anti-Bullying
- Continuing Professional Development

## Rationale

PSHE and Citizenship education is currently a non-statutory subject. However, section 2.5 of the national curriculum asserts all state schools 'should make provision for personal, social, health and economic education (PSHE)'. The PSHE Association states that, 'PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.' In addition, the Relationships and Health and Wellbeing areas of PSHE and Citizenship education have been compulsory in primary schools since September 2020.

We believe PSHE and Citizenship education is an important and necessary part of all pupils' education. In our school, it is a key element of school life and, as well as explicit teaching sessions which will draw on good practice and national recommendations, it will be built into many aspects of the wider curriculum. Our school believes PSHE and Citizenship education is a shared responsibility of school staff, parents, carers, pupils and, where appropriate, the wider community.

## Aims

PSHE and Citizenship education in our school aims to explore the knowledge and understanding children need to stay safe, be happy and healthy and fulfil their potential, while also preparing them for life, both in the present and future. It also aims to equip children with the skills they need to live successfully as citizens of the communities to which they belong and enables them to celebrate diversity and treat all people with kindness and respect. PSHE and Citizenship education in our school also aims to encourage

children to develop positive mental health and emotional wellbeing, by empowering them with the knowledge of why this is important and how it can be achieved. We want to educate the whole child through our PSHE and Citizenship education and believe this positively impacts the individual, the school community, the wider community and the global community - both present and future.

## The management and organization of PSHE and Citizenship education

Our **governing body** will work closely with school staff to monitor the teaching and learning of PSHE and Citizenship education.

Our **headteacher** and **senior leaders** will support all staff in school in the preparation and delivery of PSHE and Citizenship education and work to create a school ethos which supports and upholds content in the curriculum.

Our PSHE and Citizenship education **subject leader** will create and implement a whole school scheme of work appropriate to our school setting. They will also support and monitor teaching and learning in this area.

Our **class teachers** will deliver high quality weekly PSHE and Citizenship education lessons which follow the school's scheme of work and current best practice.

Our **support staff** will enhance the delivery of PSHE and Citizenship by providing targeted intervention wherever needed.

Our **pupils** will engage respectfully and responsibly with all taught content.

Our **parents and carers** will be fully informed about what their children will be learning and will be actively encouraged to participate in the curriculum where appropriate.

## The Delivery of the PSHE and Citizenship Scheme of Work

In our school, PSHE and Citizenship education will be delivered in a way which is accessible to and inclusive of all pupils. These lessons will involve a variety of teaching methods and interactive activities to encourage pupil engagement. We aim to create a safe and supportive climate for learning in which all children can thrive, feel able to ask questions and discuss issues openly.

All of our pupils will participate in weekly PSHE and Citizenship education lessons and these will be taught by staff who are trained in delivering the specific content of the lessons. Ground rules will be established in class and pupils will be reminded regularly of these. Special consideration will be given when teaching particularly sensitive content; staff will be fully aware of the children in their class and how they might relate to the lesson content, providing extra support to enable participation. Each class has a question box which gives pupils the option of writing down their questions and receiving an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed in all PSHE and Citizenship education lessons, meaning that children are able to engage with and explore issues deeply without having to discuss their own lives and experiences.

## The Content of the PSHE and Citizenship Education Scheme of Work

We use the Twinkl Life PSHE and Citizenship education scheme of work throughout school years 1 to 6. This scheme of work and all of its resources have been produced to be fully in line with the Learning Outcomes and Core Themes outlined in the 2020 PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The EYFS work to the standards in the PSED area of their curriculum, details of which can be found in the curriculum policy.

All aims are taught through the three core areas of PSHE and Citizenship education, which are: Health and Wellbeing, Relationships and Living in the Wider World. All lessons will cover content in an age-appropriate manner.

## Support for Vulnerable or 'at risk' pupils

Support for vulnerable or 'at risk' pupils will be specifically considered within the planning and delivery of PSHE. All teachers will take into account the needs of their individual pupils, ensuring they offer further

one to one support where needed in a sensitive and confidential manner. Teachers know their pupils and families well and will use this to ensure they consider issues and topics, which may be particularly sensitive to individual pupils. The approach and delivery will then be adapted to ensure their needs are met and all pupils achieve the best possible outcomes. In addition to this, teachers will use behaviour records, parent conversations, discussions with link professionals and CPOMS (safeguarding records). Any safeguarding or wellbeing concerns that are raised through the teaching of PSHE, all staff will follow the safeguarding procedures as outlined in the safeguarding policy.

## SEND, Inclusion, Equality and Diversity

In line with the Equality Act 2010, we promote the needs and interests of all pupils, regardless of gender, sexual orientation, culture, faith, race, disability or personal circumstance by teaching our children to respect and celebrate difference and recognise the importance of equality. The delivery and approach to the teaching of PSHE is adapted and differentiated wherever needed in order to meet the needs of all children, including those with special educational needs. All children will be given a voice in which to express their thoughts and feelings, share their concerns or ask questions. Teaching will always take into account ability, age, development, cultural background and those with English as an additional language to ensure that the provision is fully accessible to all of our children, providing equal opportunities. We are respectful of our pupils' unique starting points and ensure our planning and teaching reflect this in order to build on prior learning. We offer challenge to our more able pupils through questioning and expected outcomes, ensuring they are well practised in the skill of reflection. Whilst ensuring we promote and celebrate diversity through all aspects of school life, we will also use PSHE as a vehicle to address this.

## How will we ensure the curriculum is relevant for our children

The specific needs of our children will always be at the forefront of our curriculum design. The PSHE and RSHE curriculum is constantly reviewed and amended to reflect any issues that arise both globally and within our community, especially those that are personal or relevant to our children and families. To further ensure that our programme is thorough and well balanced we will analyse and consider local data (including public health data) and school information such as CPOMs, attendance, behaviour records.

**Health and Wellbeing** lessons will explore physical wellbeing, healthy lifestyles, mental health, growing and changing, keeping safe and drugs, alcohol and tobacco.

**Relationships** lessons will explore families and close positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships and respecting self and others.

**Living in the Wider World** lessons will explore our shared responsibilities, communities, media literacy and digital resilience and economic wellbeing (money and aspirations, work and career) and British Values.

## KS1

Years 1 and 2 will cover these objectives:

### *Healthy lifestyles (physical wellbeing)*

- H1. what keeping healthy means; different ways to keep healthy
- H2. foods that support good health and the risks of eating too much sugar
- H3. how physical activity helps us to stay healthy; ways to be physically active everyday
- H4. why sleep is important and different ways to rest and relax

H5. simple hygiene routines that can stop germs from spreading

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H7. dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

H8. how to keep safe in the sun and protect skin from sun damage

H9. different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

H10. the people who help us to stay physically healthy

### *Mental health*

H11. different feelings that humans can experience

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. ways of sharing feelings; a range of words to describe feelings

H17. things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it

H20. change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

### *Ourselves, growing and changing*

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

H24. how to manage when they are finding things difficult

H25. to name the main parts of the body including genitalia (e.g. vulva, vagina, penis, testicles)

H26. growing and changing from young to old and how people's needs change

H27. preparing to move to a new class/year group

### *Keeping safe*

H28. rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

#### *Drugs, alcohol and tobacco*

H37. things that people can put into their body or on their skin; how these can affect how people feel

#### *Families and close positive relationships*

R1. the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2. to identify the people who love and care for them and what they do to help them feel cared for

R3. different types of families, including those that may be different to their own

R4. to identify common features of family life

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

#### *Friendships*

R6. how people make friends and what makes a good friendship

R7. how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

#### *Managing hurtful behaviour and bullying*

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. how people may feel if they experience hurtful behaviour or bullying

R12. that hurtful (offline and online) behaviour - including teasing, name-calling, bullying and deliberately excluding others - is not acceptable; how to report bullying; the importance of telling a trusted adult

#### *Safe relationships*

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. understanding that sometimes people may behave differently online, including a person pretending to be

someone they are not

R15. how to respond safely to adults they don't know

R16. how to respond if physical contact makes them feel uncomfortable or unsafe

R17. knowing there are situations when they should ask for permission and also when their own permission should be sought

R18. the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. understanding that they may feel pressure do something they don't want to do, which may make them unsafe; basic techniques for resisting this

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; to keep trying until they are heard and the importance of this

#### *Respecting self and others*

R21. what is kind and unkind behaviour and how this can affect others

R22. how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R25. how to talk about and share their opinions on things that matter to them

### **Living in the Wider World**

#### *Shared responsibilities*

L1. what rules are, why they are needed and why different rules are needed for different situations

L2. how people and other living things have different needs; the responsibilities of caring for them

L3. things they can do to help look after their environment

#### *Communities*

L4. the different groups they belong to

L5. the different roles and responsibilities people have in their community

L6. to recognise the ways they are the same as, and different to, other people

#### *Media literacy & digital resilience*

L7. how the internet and digital devices can be used safely to find things out and to communicate with others

L8. the role of the internet in everyday life

L9. understanding that not all information seen online is true

#### *Economic wellbeing: Money*

L10. what money is; forms that money comes in; that money comes from different sources

L11. that people make different choices about how to save and spend money



L12. the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13. that money needs to be looked after; different ways of doing this

*Economic wellbeing: Aspirations, work and career*

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. some of the strengths and interests someone might need to do different jobs

**They will be taught through the following units:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y 1	Relationships - TEAM	Health and wellbeing - It's my body	Living in the wider world – Diverse Britain	Relationships – Be yourself	Health and wellbeing – Think positive	Living in the wider world – Money matters
Y 2	Relationships – VIPs	Health and wellbeing – Safety first	Living in the wider world – One world	Relationships – Digital wellbeing	Health and wellbeing - Growing up	Living in the wider world - Aiming high

## **KS2**

Years 3, 4, 5 and 6 will cover these objectives in an age-appropriate way:

### *Healthy lifestyles (physical wellbeing)*

H1. how to make informed decisions about health

H2. the elements of a balanced, healthy lifestyle

H3. choices that support a healthy lifestyle and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. what good physical health means; how to recognise early signs of physical illness

H6. what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet, including obesity and tooth decay

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, a person's feelings, their behaviour and the ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage, sun/heat stroke and reducing the risk of skin cancer

H13. the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

### *Mental health*

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. strategies and behaviours - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends - can support mental health and wellbeing

- H17. to recognise that feelings can change over time and range in intensity
- H18. everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; how to express feelings in different ways
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; that it is important to discuss feelings with a trusted adult
- H23. change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- Ourselves, growing and changing*
- H25. personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people, gender identity does not correspond with their biological sex
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. how to manage setbacks/perceived failures, including how to reframe unhelpful thinking
- H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H31. the physical and emotional changes that happen when approaching puberty and during it (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- H32. how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- H33. the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
- H34. about where to get more information, help and advice about growing and changing, especially about puberty

H35. new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages

*Keeping safe*

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing, with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

H40. the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)

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

H42. the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. what is meant by first aid; basic techniques for dealing with common injuries

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

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 risk

*Drugs, alcohol and tobacco*

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. why people choose to use or not use drugs (including nicotine, alcohol and medicines)

H49. the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

## **Relationships**

### *Families and close positive relationships*

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

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

R3. marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

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

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; the different ways in which people care for one another

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice

### *Friendships*

R10. the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone offline; the risks of communicating online with others who are not known in an offline capacity

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

#### *Managing hurtful behaviour and bullying*

R19. the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour, experienced or witnessed and offline or online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. discrimination - what it means and how to challenge it

#### *Safe relationships*

R22. privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. seeking and giving permission (consent) in different situations

R27. keeping something confidential or secret, when this should or should not be agreed to (e.g. a birthday surprise that others will find out about) and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or to do something that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

#### *Respecting self and others*

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

### **Living in the Wider World**

#### *Shared responsibilities*

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2. to recognise there are human rights and they are there to protect everyone

L3. the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

#### *Communities*

L6. the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. diversity and what it means; the benefits of living in a diverse community; valuing diversity within communities

L9. stereotypes and how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

**To ensure full coverage of the non-statutory guidance for Citizenship, Twinkl Life's Scheme of Work for PSHE and Citizenship also covers the following objective from the DfE Citizenship Programme of Study: *2g. what democracy is, and about the basic institutions that support it locally and nationally.***

#### *Media literacy & digital resilience*

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; how to make safe, reliable choices from search results

L13. some of the different ways information and data is shared and used online, including for commercial purposes

L14. how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise that some things are appropriate to share and some things should not be shared on social media; rules surrounding distribution of images

L16. how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

*Economic wellbeing: Money*

L17. the different ways to pay for things and the choices people have about this

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'

L19. that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

L23. 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

L24. to identify the ways that money can impact on people's feelings and emotions

*Economic wellbeing: Aspirations, work and career*

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

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

L27. stereotypes in the workplace and that a person's career aspirations should not be limited by them

L28. things that may 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)

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

L30. skills that may help them in their future careers, e.g. teamwork, communication and negotiation

L31. to identify the kind of job that they might like to do when they are older

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)



**They will be taught through the following units:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	Relationships - TEAM	Health and wellbeing - It's my body	Living in the wider world – Diverse Britain	Relationships – Be yourself	Health and wellbeing – Think positive	Living in the wider world – Money matters
Y4	Relationships – VIPs	Health and wellbeing – Safety first	Living in the wider world – One world	Relationships – Digital wellbeing	Health and wellbeing - Growing up	Living in the wider world - Aiming high
Y5	Relationships - TEAM	Health and wellbeing - It's my body	Living in the wider world – Diverse Britain	Relationships – Be yourself	Health and wellbeing – Growing Up	Living in the wider world – Money matters
Y6	Relationships – VIPs	Health and wellbeing – Safety first	Living in the wider world – One world	Relationships – Digital wellbeing	Health and wellbeing - Think positive	Living in the wider world - Aiming high