



PSHE CURRICULUM COVERAGE

PSHE Intent

At Westgarth Primary School, PSHE provides a foundation of skills and knowledge to prepare our children to make informed decisions about themselves, people around them and the world in which they live, now and in the future. Alongside our curriculum drivers, PSHE promotes a positive attitude towards maintaining our health and wellbeing, the relationship we have with others and a confidence to think critically and understand risks when solving problems that arise in the world around us. Alongside planned lessons, PSHE is embedded in everyday life at Westgarth. It is in the conversations the children have, the stories they read, the assemblies they partake in and the relationships they form as members of our school community.

We hope to create independent, thoughtful citizens who are able to think critically, make well-informed decisions to support themselves and others, and to create children who make positive contributions to the world around us.



To Recognise

It is important for the children to be able to identify and label. This could be in relation to identifying their own feelings and emotions, or it could include recognising that people have different opinions.

To Understand

It is important for children to be given the opportunity to ask 'why?'. Children gain a deeper understanding of the world around them if they are taught reasons for why they experience things. Examples include: why they experience emotions and the importance of washing their hands.

To Consider

It is important for children to develop a reflective way of thinking. This allows them to become respectful citizens as they are able to view a situation from several different perspectives.

To Discuss

The way we teach PSHE allows crucial time for discussion. We model how to respectfully discuss, take turns and listen to others. This allows the children to broaden their knowledge as they gain multiple opinions regarding the same topic.

To Explain

If children are able to explain their ideas and thinking, it demonstrates a solid, coherent understanding of the learning they undertake during their time at primary school. It allows them to express their opinions eloquently with knowledge to support their perspectives.

To Evaluate

The skill of evaluation is crucial for children to learn. It allows children to determine the reliability of a particular statement or idea and provides them with the decisive skills that they require to make positive, valued choices throughout their life.

Core 1: Health and Wellbeing

Healthy Living – Autumn 1

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Knows which foods are healthy for them</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p>	<p>Understand and talks about different factors that affect their health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine 	<p>H10 about the people who help us to stay healthy</p> <p>H1 about what keeping healthy means, different ways to keep healthy</p>	<p>H2 about foods that support good health and the risks of eating too much sugar</p> <p>H7 about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8 how to keep safe in the sun and protect skin from sun damage</p>	<p>H2 about the elements of a balanced, healthy lifestyle</p> <p><i>To best support the children at Westgarth, Teachers can choose which choices are important for their cohort, ie screen time, recognising the benefits of outdoors, etc.</i></p> <p>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 (eg sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas, the effects of smoking)</p>	<p>H6 about 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</p> <p>H12 about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p>H3 about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><i>To best support the children at Westgarth, Teachers can choose which choices are important for their cohort, ie screen time, recognising the benefits of outdoors, etc.</i></p> <p>H4 how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>	<p>H1 how to make informed decisions about health</p> <p>H14 how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>		<p>H5 simple hygiene routines that can stop germs from growing</p>	<p>H6 that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H37 (DTA) about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>H31 (KS) that household</p>	<p>H9 the 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</p>	<p>H10 how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p>	<p>H46 (DTA) 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</p> <p>H48 (DTA) about why people choose to use or</p>	<p>H50 (DTA) 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</p> <p>H47 (DTA) to recognise that there are laws surrounding the use of illegal drugs and that some drugs are illegal to own, use and give to</p>

		<p>H4 about why sleep is important and different ways to rest and relax</p> <p>H3 about how physical activity helps us to stay healthy and ways to be physically active everyday</p>	<p>products (including medicines) can be harmful if not used correctly</p> <p>H9 about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>H8 about how sleep contributes to a healthy lifestyle; routines to support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H7 how regular (daily/weekly) exercise benefits mental and physical health (eg walking and cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p>	<p>H13 about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p>	<p>not use drugs (including nicotine, alcohol and medicines)</p> <p>H5 about what good physical health means; how to recognise early signs of physical illness</p>	<p>others H49 (DTA) about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p>
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Core 1: Health and Wellbeing

Keeping Safe – Autumn 1

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Knows that people in the community have jobs that help us</p>	<p>Knows and understands how to be a safe pedestrian</p> <p>Knows how we can keep safe around the school site</p>	<p>H36 how to get help in an emergency (how to dial 999 and what to say)</p> <p>H33 about the people whose job it is to help keep us safe <i>include here about coastguard</i></p> <p>H35 about what to do if there is an accident and someone is hurt</p>	<p>H32 ways to keep safe in familiar situations and unfamiliar environments (eg beach, shopping centre, park, swimming pool, on the streets) and how to cross the road safely</p> <p>H29 to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H34 basic rules to keep safe online, including what is meant by personal information and what should be kept</p>	<p>H40 about the importance of taking medicines correctly and using household products safely (eg following instructions carefully)</p> <p>H39 about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p>	<p>H44 how to respond and react in emergency situations that may require the emergency services; know how to contact them and what to say</p>	<p>H37 reasons for following and complying with regulations and restrictions (including</p>	<p>H43 about what is meant by first aid' basic techniques for dealing with common injuries</p> <p>H38 how to predict, assess and manage risk in different situations</p> <p>H42 about the importance of keeping personal information private; strategies for</p>
		<p>H30 about how to keep safe at home (including around electrical appliances) and fire safety (eg not playing with matches and lighters)</p>			<p>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</p>		
		<p>H28 about rules and age restrictions that keep us safe</p>			<p>H43 about what is meant by first aid' basic techniques for dealing with common injuries</p> <p>H38 how to predict, assess and manage risk in different situations</p>		

private; the importance of telling a trust adult if they come across something that scares them

age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

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

Core 1: Health and Wellbeing

Mental Health – Autumn 2

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Can talk about how they are feeling using a wide range of words e.g. 'happy', 'sad', 'angry', 'worried', 'excited'</p>	<p>Label feelings Label emotions Share with others how we feel Talks about how others might be feeling and responds accordingly Be confident to try new activities See themselves as a valuable individual</p> <p>Show resilience and perseverance in the face of a challenge</p>	<p>H11 about different feelings that humans can experience</p> <p>H12 to recognise and name different feelings</p> <p>H16 about ways of sharing feelings; a range of words to describe feelings</p> <p>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</p> <p>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</p>	<p>H14 how to recognise what others might be feeling</p> <p>H13 how feelings can affect people's bodies and how they behave</p> <p>H15 to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H17 about things that help people feel good (eg playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H24 (O,G&C) how to manage when finding things difficult</p> <p>H20 about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>H18 about everyday things that affect feelings and the importance of expressing feelings</p> <p>H17 to recognise that feelings can change over time and range in intensity</p> <p>H19 a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p>	<p>H15 that mental health, just like physical health, is a part of daily life; the importance of taking care of mental health</p> <p>H20 strategies to respond to feelings' including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23 about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>H21 to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H16 about strategies and behaviours that support mental health – 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</p>	<p>H22 to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H24 problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>

						mental health and wellbeing	
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Core 1: Health and Wellbeing

Ourselves, Growing and Changing – Autumn 2

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
		<p>H22 to recognise the ways in which we are all unique</p> <p>H21 to recognise what makes them special</p> <p>H23 to identify what they are good at, what they like and dislike</p>	<p>H25 to name the main parts of the body including external genitalia (eg vulva, vagina, penis, testicles)</p> <p>H26 about growing and changing from young to</p>	<p>H27 to recognise their individuality and personal qualities</p> <p>H25 about personal identity; what contributes to who we are (eg ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H36 strategies to manage transitions between classes and key stages</p>	<p>H28 to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29 about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking</p> <p>H35 about the new opportunities and responsibilities that increasing independence may bring</p>	<p>H31 about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual</p>	<p>H30 to identify external genitalia and internal reproductive organs in males and females and how the process of</p>

			old and how people's needs change			<p>cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32 about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34 about where to get more information, help and advice about growing and changing, especially about puberty</p>	<p>puberty relates to human reproduction</p> <p>H33 about 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</p> <p>H26 that for some people gender identity does not correspond with their biological sex</p>
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Families & Close, Positive Relationships – Spring 1

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
To identify who is special to them	To form positive attachments to adults and friendships with peers	<p>R2 to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R4 to identify common features of family life</p> <p>R5 that it is important to tell someone, such as their teacher, if something about their family makes them feel worried or unhappy</p>	<p>R3 to learn about different types of families including those that may be different to their own</p> <p>R1 to learn about the roles different people (eg, acquaintances, friends and relatives) play in our lives</p>	<p>R6 to recognise that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>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</p>	<p>R3 about 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</p> <p>R5 that people who love and care for each other, which is intended to be lifelong</p> <p>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</p>	<p>R1 to recognise that there are different types of relationships (eg friendships, family relationships, romantic relationships, online relationships)</p> <p>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</p>	<p>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</p> <p>R9 how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice</p>

Friendships – Spring 1

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Can play alone, alongside and with others, offering and extending play ideas Demonstrates friendly behaviour when sharing experiences</p> <p>Finds solutions to conflicts with help from a supportive adult</p>	<p>Develop particular friendships with other children Initiate conversations and play with other children Show increasing consideration of others, respecting what they say</p> <p>Is increasingly skilled at resolving conflicts by negotiating and finding a compromise, sometimes with support To play cooperatively and take turns with others</p>	<p>R6 about how people make friends and what makes a good friendship</p>	<p>R8 to learn simple strategies that resolve arguments between friends positively</p> <p>R9 how to ask for help if a friendship is making them feel unhappy</p> <p>R7 about how to recognise when they or someone else feels lonely and what to do</p>	<p>R10 about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R17 to understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>R16 how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R14 that healthy friendships make people feel included; how to recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R13 the importance of seeking support if feeling lonely or excluded</p>	<p>R11 what constitutes a positive, healthy friendship (eg mutual respect, trust, truthfulness, loyalty and 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</p>	<p>R12 to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>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</p> <p>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</p>

Core 2: Relationships

Managing Hurtful Behaviour and Bullying – Spring 1

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Understand gradually how others might be feeling	Understand actions and words affect others and can stop themselves from doing something they should not	R10 that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	<p><i>The children must be explicitly taught the meaning of the word 'bully' and what constitutes this.</i></p> <p>R12 that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable</p> <p>R11 about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12 how to report bullying; the importance of telling a trusted adult</p>	R19 about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	<p>R20 to learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>R21 to learn about and understand the term 'discrimination'; what it means and how to challenge it</p> <p><small>This could include links to famous people who have been discriminated against.</small></p>	<p>Link to and retrieve learning from R21. Ensure the children know that this can happen online, as well as offline, and what this may look like.</p>

Core 2: Relationships

Safe Relationships – Spring 2

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>To tell an adult if they feel unsafe or scared</p>	<p>Know how to recognise and report feelings of being unsafe or feeling bad about any adult and to know when to ask for help</p> <p>Build constructive and respectful relationships</p>	<p>R18 how to respond safely to adults that they don't know</p> <p>R16 about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17 about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18 about the importance of not</p>	<p>R19 basic techniques for resisting pressure to do something they don't want to do and which may make them feel unsafe</p> <p>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; importance of keeping trying until they are heard</p> <p>R13 to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>	<p>R24 how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R22 about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p>	<p>R27 about keeping something confidential or secret, when this should (eg, a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break confidence or share a secret</p> <p>R28 how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	<p>R26 about seeking and giving permission</p>	

	<p>Understand that adults need to know who they are playing with online</p>	<p>keeping adults' secrets (only happy surprises that others will find out eventually)</p>	<p>R14 that some people may behave differently online, including by pretending to be someone they are not</p>			<p>(consent) in different situations</p> <p>R25 recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>	<p>R23 about why someone may behave different online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R29 where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
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Core 2: Relationships

Respecting Self and Others – Spring 2

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Develop appropriate ways to be assertive</p>	<p>Understand actions and words affect others and can stop themselves from doing something they should not</p>	<p>R21 about what is kind and unkind behaviour, and how this can affect others</p>	<p>R22 about how to treat themselves and others with respect how to be polite and courteous</p>	<p>R33 to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>		<p>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</p>	
<p>Show more confidence in social situations</p> <p>Talks with others to solve conflicts</p>		<p>R24 how to listen to other people and play and work cooperatively</p>	<p>R23 to recognise ways in which they are similar and different to others</p> <p>R25 how to talk about and share their opinions on things that matter to them</p>		<p>R32 about respecting the differences and similarities between people and recognising what they have in common with others eg, physically, in personality or background</p>		<p>R34 how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>R30 that personal behaviour can affect other people</p> <p>R30 to recognise and model respectful behaviour online</p>

Core 3: Living in the Wider World

Shared Responsibilities – Summer 1

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Increasingly follows rules and routines without needing reminders from an adult Can adapt to changes in routine and understand expectations can vary on different events and social situations</p>	<p>Understand and follow rules Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p>L3 about things they can do to help the environment</p>	<p>L2 how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L1 about what rules are, why they are needed, and why different rules are needed for different situations</p>	<p>L5 ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (eg recycling, reducing, reusing, food choices)</p>	<p>L4 the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to care and show concern for others</p>	<p>L1 to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2 to recognise that there are human rights, that are there to protect everyone</p> <p>L3 about the relationships between rights and responsibilities</p>	

Core 3: Living in the Wider World

Community – Summer 1

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Knows that people in the community have jobs that help us</p>	<p>Develop their sense of responsibility and membership of a community</p>	<p>L4 about the different groups they belong to</p>	<p>L6 to recognise the ways they are the same as, and different to, other people</p> <p>L5 about the different roles and responsibilities people have in their community</p>	<p>L6 about the different groups that make up their community; what living in a community means</p> <p>L7 to value the different contributions that people and groups make to the community</p>	<p>L8 about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L10 about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L9 about stereotypes; how they can be negatively influenced behaviours and attitudes towards others; strategies for challenging stereotypes</p>		

Core 3: Living in the Wider World

Media Literacy and Digital Resilience – Summer 2

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
		<p>L8 about the role of the internet in everyday life</p>	<p>L7 about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L9 that not all information seen online is true</p>	<p>L11 recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L13 about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L12 how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	<p>L15 to recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16 about 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</p> <p>L14 about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>		

Core 3: Living in the Wider World

Economic Wellbeing: Money – Summer 2

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
		<p>L10 what money is; forms that money comes in; that money comes in different sources</p>	<p>L11 that people make different choices about how to save and spend money</p> <p>L12 about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p>		<p>L17 about the different ways to pay for things and the choices people have about this</p> <p>L20 to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21 different ways to keep track of money</p>	<p>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'</p>	<p>L24 to identify ways that money can impact people's feelings and emotions</p> <p>L19 that people's spending decisions can affect others and the environment (eg Fair trade, buying single-use plastics, or giving to charity)</p> <p>L23 about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health,</p>
		<p>L13 that money needs to be looked after; different ways of doing this</p>					

							<p>wellbeing and future aspirations</p> <p>L22 about risks associated with money (eg money can be won, lost or stolen and ways of keeping money safe)</p>
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Core 3: Living in the Wider World

Economic Wellbeing: Aspirations, Work & Career – Summer 2

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
		<p>L15 that jobs help people to earn money to pay for things</p> <p>L16 different jobs that people they know or people who work in the community do</p>	<p>L15 that everyone has different strengths</p> <p>L17 about some of the strengths and interests someone might need to do different jobs</p> <p>H27 about preparing to move to a new class/year group</p> <p>(this comes under Healthy Lifestyles, but is more relevantly taught in the Summer term)</p>	<p>L31 to identify the kind of job that they might like to do when they are older</p> <p>L25 to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>		<p>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</p> <p>L30 about some of the skills that will help them in their future careers eg teamwork, communication and negotiation</p>	<p>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</p> <p>L28 about what may influence people's decisions about a job or career (eg 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)</p> <p>L27 about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L32 to recognise a variety of routes into careers (eg college, apprenticeship, university)</p>

