

## St Vincent's PSHE Learning Outcomes

Core Theme	Theme 1: Created and Loved by God Health and Wellbeing			Theme 2: Created to love others Relationships			Theme 3: Created to live in community (local, national and global) Living in the Wider World		
Topics	Religious understanding of the human person: loving myself	Me, my body and my health	Emotional well-being and attitudes	Religious understanding of human relationships: loving others	Personal Relationships	Keeping safe and people who can help me	Religious understanding of the importance of human communities	Living in the wider world	Economic wellbeing: Money and aspirations, work and career
<b>Year 1</b>	<p>We are created individually by God;</p> <p>God wants us to talk to Him often through the day and treat Him as our best friend;</p> <p>God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness;</p> <p>We are created as a unity of body, mind and spirit: who we are matters and what we do matters;</p> <p>We can give thanks to God in different ways.</p>	<p>Setting goals (Year 1 and Year 2)</p> <p>Say what I should do to keep my body healthy, (exercise, food, teeth, sleep, keeping clean)</p> <p>Describe how to keep safe in the sun</p>	<p>That it is natural for us to relate to and trust one another;</p> <p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);</p> <p>A language to describe our feelings. Talk about my mood and know that how I am feeling is a normal part of daily life</p>	<p>We are part of God's family;</p> <p>Saying sorry is important and can mend friendships;</p> <p>Jesus cared for others and had expectations of them and how they should act;</p> <p>We should love other people in the same way God loves us.</p>	<p>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special;</p> <p>The importance of nuclear and wider family;</p> <p>The importance of being close to and trusting special people and telling them if something is troubling them.</p> <p>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour;</p> <p>The characteristics of positive and negative relationships;</p> <p>Different types of teasing and that all bullying is wrong and unacceptable.</p> <p>To recognise when they have been unkind and say sorry;</p> <p>To recognise when people are being unkind to them and others and how to respond;</p> <p>To know that when we are unkind to others, we hurt God also and should say sorry to him as well;</p> <p>To know that we should forgive like Jesus forgives.</p>	<p>To actively participate in activities and 'Smartie the Penguin' story;</p> <p>To answer questions to know what is and isn't safe online;</p> <p>To know who they can go to talk about anything they feel uncomfortable about, particularly online. •</p> <p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;</p> <p>How to resist pressure when feeling unsafe.</p> <p>To know that they are entitled to bodily privacy;</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.</p> <p>The role of the internet in everyday life (Year 1)</p> <p>Keeping safe around household products (Year 1)</p>	<p>That God is love: Father, Son and Holy Spirit;</p> <p>That being made in his image means being called to be loved and to love others.</p> <p>To know what a community is, and that God calls us to live in community with one another;</p> <p>A scripture illustrating the importance of living in community as a consequence of this;</p> <p>Jesus' teaching on who is my neighbour.</p>	<p>Things they can do to help look after their environment (Year 1)</p> <p>about what rules (including group and class rules) are, why they are needed, and why different rules are needed for different situations (Year 1 and Year 2)</p>	<p>what money is; forms that money comes in; that money comes from different sources (Year 1)</p> <p>the difference between needs and wants; that sometimes people may not always be able to have the things they want (Year 1)</p> <p>Money needs to be looked after; different ways of doing this (Year 1)</p> <p>Jobs help people to earn money to pay for things (Year 1)</p>

Core Theme	Theme 1: Created and Loved by God Health and Wellbeing				Theme 2: Created to love others Relationships	Theme 3: Created to live in community (local, national and global) Living in the Wider World		
	Religious understanding of the human person: loving myself	Me, my body and my health	Emotional well-being and attitudes	Life cycles and fertility	Keeping safe and people who can help me	Religious understanding of the importance of human communities	Living in the wider world	Economic wellbeing: Money and aspirations, work and career
Year 2	<p>We are created individually by God;</p> <p>God wants us to talk to Him often through the day and treat Him as our best friend;</p> <p>God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness;</p> <p>We are created as a unity of body, mind and spirit: who we are matters and what we do matters;</p> <p>We can give thanks to God in different ways.</p>	<p>To learn that we are unique, with individual gifts, talents and skills.</p> <p>Our bodies are good;</p> <p>The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia);</p> <p>Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.</p> <p>That it is natural for us to relate to and trust one another;</p> <p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);</p> <p>A language to describe our feelings</p> <p>Our bodies are good and we need to look after them;</p> <p>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating;</p> <p>The importance of sleep, rest and recreation for our health;</p> <p>How to maintain personal hygiene.</p> <p>Setting goals (Year 1 and Year 2)</p>	<p>To have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.</p> <p>Simple strategies for managing feelings and for good behaviour;</p> <p>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do;</p> <p>That Jesus died on the cross so that we would be forgiven.</p>	<p>To know and appreciate that there are natural life stages from birth to death, and what these are.</p>	<p>That not all information seen online is true (Year 2)</p>	<p>That God is love: Father, Son and Holy Spirit;</p> <p>That being made in his image means being called to be loved and to love others.</p>	<p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community;</p> <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.);</p> <p>about what rules (including group and class rules) are, why they are needed, and why different rules are needed for different situations (Year 1 and Year 2)</p> <p>how people and other living things have different needs; about the responsibilities of caring for them (Year 2)</p> <p>The different roles and responsibilities people have in their community, (Year 2)</p> <p>Getting help in an emergency (Year 2)</p>	<p>People make different choices about how to save and spend money ,keeping track of money spend/saved (Year 2)</p> <p>different jobs that people they know or people who work in the community do (Year 2)</p> <p>about some of the strengths and interests someone might need to do different jobs (Year 2)</p>

Core Theme	Theme 1: Created and Loved by God Health and Wellbeing			Theme 2: Created to love others Relationships			Theme 3: Created to live in community (local, national and global) Living in the Wider World		
	Religious understanding of the human person: loving myself	Me, my body and my health	Emotional well-being and attitudes	Religious understanding of human relationships: loving others	Personal Relationships	Keeping safe and people who can help me	Religious understanding of the importance of human communities	Living in the wider world	Economic wellbeing: Money and aspirations, work and career
Year 3	<p>We are created individually by God who is Love, designed in His own image and likeness;</p> <p>God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation);</p> <p>Every human life is precious from the beginning of life (conception) to natural death;</p> <p>Personal and communal prayer and worship are necessary ways of growing in our relationship with God;</p> <p>In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue);</p> <p>It is important to make a nightly examination of conscience.</p> <p>That in Baptism God makes us His adopted children and 'receivers' of His love.</p> <p>That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</p>	<p>Setting goals (Year 3 and Year 4)</p> <p>Describe some ways to maintain good mental health (exercise, diet, sleep, company (Year 3)</p> <p>Describe how and why to keep safe in the sun (Year 3)</p>	<p>Cope with natural negative emotions and show resilience following setbacks (Year 3 and Year 4)</p>	<p>that Jesus loves, embraces, guides, forgives and reconciles us with him and one another;</p> <p>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness;</p> <p>That relationships take time and effort to sustain;</p> <p>We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p>	<p>Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong;</p> <p>That there are different types of relationships including those between acquaintances, friends, relatives and family;</p> <p>That good friendship is when both persons enjoy each other's company and also want what is truly best for the other;</p> <p>The difference between a group of friends and a 'clique'.</p> <p>Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;</p> <p>Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p> <p>About changes that can happen in life, especially death and bereavement, but also separation or divorce, and the emotions that can accompany these changes – and that in Christ we are never alone or without help in such situations *</p>	<p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe;</p> <p>How to use technology safely;</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>How to use technology safely;</p> <p>That bad language and bad behaviour are inappropriate;</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond;</p> <p>That there are different people in different situation we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.</p> <p>Some of the different ways information and data is shared and used online, including for commercial purposes (Year 3)</p> <p>School rules on health and safety (Year 3)</p> <p>Basic emergency aid and safety around medicines (Year 3)</p>	<p>That the human family is to reflect the Holy Trinity in mutual charity and generosity;</p> <p>The Church family comprises of home, school and parish (which is part of the diocese).</p>	<p>about the relationship between rights and responsibilities (Year 3)</p> <p>to value the different contributions that people and groups make to the community, understanding how works in the community (Year 3)</p>	<p>the different ways to pay for things and the choices people have about this (Year 3)</p> <p>The different ways to keep track of money (Year 3)</p> <p>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 (Year 3)</p> <p>Enterprise; what it means; developing skills in enterprise (Year 3)</p>

Core Theme	Theme 1: Created and Loved by God Health and Wellbeing				Theme 2: Created to love others Relationships	Theme 3: Created to live in community (local, national and global) Living in the Wider World		
Topics	Religious understanding of the human person: loving myself	Me, my body and my health	Emotional well-being and attitudes	Life cycles and fertility	Keeping safe and people who can help me	Religious understanding of the importance of human communities	Living in the wider world	Economic wellbeing: Money and aspirations, work and career
Year 4	<p>We are created individually by God who is Love, designed in His own image and likeness;</p> <p>God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation);</p> <p>Every human life is precious from the beginning of life (conception) to natural death;</p> <p>Personal and communal prayer and worship are necessary ways of growing in our relationship with God;</p> <p>In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue);</p> <p>It is important to make a nightly examination of conscience.</p>	<p>Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community;</p> <p>Self-confidence arises from being loved by God (not status, etc).</p> <p>About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do</p> <p>Learn what the term puberty means; learn when they can expect puberty to take place;</p> <p>Understand that puberty is part of God's plan for our bodies.</p> <p>Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; learn what changes will happen to girls during puberty.</p> <p>Understand what makes a balanced lifestyle and making choices (Year 4)</p> <p>Understand what dental plaque is and how it forms; understand which foods and drinks cause tooth decay. (Year 4)</p> <p>Drugs common to everyday (Year 4)</p> <p>Hygiene and germs (Year 4)</p>	<p>That emotions change as they grow up (including hormonal effects);</p> <p>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;</p> <p>What emotional well-being means;</p> <p>Positive actions help emotional well-being (beauty, art, etc. lift the spirit);</p> <p>Talking to trusted people help emotional well-being (eg parents/carer/teacher /parish priest).</p> <p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Some behaviour is wrong, unacceptable, unhealthy and risky;</p> <p>Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</p> <p>Cope with natural negative emotions and show resilience following setbacks (Year 3 and Year 4)</p>	<p>That they were handmade by God with the help of their parents;</p> <p>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception;</p> <p>How conception and life in the womb fits into the cycle of life;</p> <p>That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.</p>	<p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. (Year 4)</p>	<p>God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship';</p> <p>The human family is to reflect the Holy Trinity in mutual charity and generosity.</p>	<p>To know that God wants His Church to love and care for others.</p> <p>To devise practical ways of loving and caring for others.</p> <p>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) (Year 4)</p> <p>Discuss and debate health and wellbeing issues (Year 4)</p>	<p>To identify the kind of job that they might like to do when they are older (Year 4)</p> <p>To recognise that people make spending decisions based on priorities, needs and wants. Role of managing money (saving and budgeting) what is meant by interest and loan (Year 4)</p> <p>to identify the ways that money can impact on people's feelings and emotions (Year 4)</p> <p>Some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (Year 4)</p>

Core Theme	Theme 1: Created and Loved by God Health and Wellbeing				Theme 2: Created to love others Relationships			Theme 3: Created to live in community (local, national and global) Living in the Wider World		
	Religious understanding of the human person: loving myself	Me, my body and my health	Emotional well-being and attitudes	Life cycles and fertility	Religious understanding of human relationships: loving others	Personal Relationships	Keeping safe and people who can help me	Religious understanding of the importance of human communities	Living in the wider world	Economic wellbeing: Money and aspirations, work and career
Year 5	<p>Physically becoming an adult is a natural phase of life.</p> <p>Lots of changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</p> <p>Like Kester, they were made to love and be loved.</p>	<p>Different influences on food (Year 5)</p>	<p>Coping with change, transition; bereavement (Year 5)</p> <p>About the impact that poor lifestyle choices can have on my health including physical activity, dental health, healthy eating, sleep, hygiene, drugs and alcohol.</p> <p>About the impact of unsafe exposure to the sun and how to reduce the risk of sun damage</p>	<p>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;</p> <p>Some practical help on how to manage the onset of menstruation.</p>	<p>To know that God calls us to love others.</p> <p>To know ways in which we can participate in God's call to us.</p>	<p>Pressure comes in different forms, and what those different forms are;</p> <p>There are strategies that they can adopt to resist pressure.</p> <p>Understand what consent and bodily autonomy means;</p> <p>Discuss and reflect on different scenarios in which it is right to say 'no'.</p> <p>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;</p> <p>Apply this approach to personal friendships and relationships</p>	<p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>How to use technology safely.</p> <p>What the term cyberbullying means and examples of it;</p> <p>What cyberbullying feels like for the victim;</p> <p>How to get help if they experience cyberbullying.</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p> <p>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results (Year 5)</p> <p>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 (Year 5)</p>	<p>To develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:</p> <p>Just, understanding that the way we live has an impact on others locally, nationally and globally</p> <p>Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation</p> <p>Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</p>	<p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws (Year 5)</p> <p>To recognise there are human rights, that are there to protect everyone (Year 5)</p> <p>About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Anti-social behaviour; respecting and resolving differences (Year 5)</p> <p>Different rights; responsibilities and duties (Year 5)</p> <p>Discuss and debate health and wellbeing issues (Year 5 and Year 6)</p>	<p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' importance of finance in our lives (Year 5)</p> <p>about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe debt management (Year 5)</p> <p>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) (Year 5)</p> <p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (Year 5 and Year 6)</p>

Core Theme	Theme 1: Created and Loved by God Health and Wellbeing				Theme 2: Created to love others Relationships	Theme 3: Created to live in community (local, national and global) Living in the Wider World		
Topics	Religious understanding of the human person: loving myself	Me, my body and my health	Emotional well-being and attitudes	Life cycles and fertility	Keeping safe and people who can help me	Religious understanding of the importance of human communities	Living in the wider world	Economic wellbeing: Money and aspirations, work and career
Year 6	<p>Physically becoming an adult is a natural phase of life.</p> <p>Lots of changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</p> <p>Like Kester, they were made to love and be loved.</p>	<p>Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;</p> <p>Self-confidence arises from being loved by God (not status, etc).</p> <p>That human beings are different to other animals;</p> <p>About the unique growth and development of humans, and the changes that girls will experience during puberty;</p> <p>About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately;</p> <p>The need for modesty and appropriate boundaries.</p> <p>That human beings are different in kind to other animals;</p> <p>About the unique growth and development of humans, and the changes that boys will experience during puberty;</p> <p>About the need to respect their bodies as a gift from God to be looked after well, and treated</p>	<p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p>Show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges</p> <p>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.</p> <p>That some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p>Emotions change as they grow up (including hormonal effects);</p> <p>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;</p> <p>About emotional well-being; that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-</p>	<p>How a baby grows and develops in its mother's womb</p> <p>Basic scientific facts about sexual intercourse between a man and woman;</p> <p>The physical, emotional, moral and spiritual implications of sexual intercourse;</p> <p>The Christian viewpoint that sexual intercourse should be saved for marriage.</p>	<p>How to report and get help if they encounter inappropriate materials or messages. (Year 6)</p> <p>How information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information (Year 6)</p>		<p>To learn to apply the principles of Catholic Social Teaching to current issues.</p> <p>To find ways in which they can spread God's love in their community.</p> <p>About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (Year 6)</p> <p>Being critical of what is in the media is and what they forward to others (Year 6)</p> <p>Discuss and debate health and wellbeing issues (Year 5 and Year 6)</p> <p>Human rights; rights of a child and British law (Year 6)</p>	<p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (Year 5 and Year 6)</p> <p>People's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (Year 6)</p> <p>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 (Year 6)</p> <p>Stereotypes in the workplace and that a person's career aspirations should not be limited by them (Year 6)</p> <p>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 (Year 6)</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university) (Year 6)</p> <p>Enterprise, setting up an enterprise (Year 6)</p>

	<p>appropriately;</p> <p>The need for modesty and appropriate boundaries.</p> <p>How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p> <p>The facts and science relating immunisation and vaccination (Year 6)</p> <p>Risks and effects of drugs (Year 6)</p>	<p>being.</p> <p>The difference between harmful and harmless videos and images;</p> <p>The impact that harmful videos and images can have on young minds;</p> <p>Ways to combat and deal with viewing harmful videos and images</p>					
--	--	---	--	--	--	--	--

**Whole School Activities**

Autumn	Spring	Summer
Anti-Racism week	Safer Internet Day	Mental Health Week
E-Safety	Fair Trade fortnight	Sports Week
World Mental Health Day	Mental Health Awareness Week – Time to Talk	Health Eating Week
Anti-Bullying Week		

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hand washing	Fire Safety	Smartscoot	Bikeability	Bikeability	Buddies
	Charity drive			Justis Conference	Hall monitors
					Fiver Challenge
					Safety Works

**Extra Content  
'Living in the Wider World'  
(non-statutory)**

	<b>Shared responsibilities</b>	<b>Communities</b>	<b>Media literacy and digital resilience</b>	<b>Economic wellbeing: Money</b>	<b>Economic wellbeing: Aspirations, work and career</b>
<b>KS1</b>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>L5. about the different roles and responsibilities people have in their community</p>	<p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>	<p>L10. what money is; forms that money comes in; that money comes from 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>L13. money needs to be looked after; different ways of doing this</p>	<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>L17. about some of the strengths and interests someone might need to do different jobs</p>
<b>KS2</b>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</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 (e.g. reducing, reusing, recycling; food choices)</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>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</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>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</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> <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>L17. about the different ways to pay for things and the choices people have about this</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>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</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>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</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, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</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>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>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)</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>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>