

Subject: PSHE	Year group: KS2 Year 3 Year 4 Y3 and Y4	Topic: <u>Economic wellbeing and careers Education</u>	Initiation & activation activities:
Children will know: what is meant by a healthy lifestyle, how to maintain physical, mental and emotional health and wellbeing, how to manage risks to physical and emotional health and wellbeing, ways of keeping physically and emotionally safe, about managing change, including puberty, transition and loss, how to make informed choices about health and wellbeing and to recognise sources of help with this, how to respond in an emergency, to identify different influences on health and wellbeing 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect diversity and equality and how to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. the part that money plays in people's lives 8. a basic understanding of enterprise		Vocabulary: Trust, rules, law, consequences, human rights, responsibility, community, on-line safety, fair-trade, single-use plastics, environment, aspirations, stereotypes, communication, teamwork, negotiation	See Question-based model for questions to initiate discussions
Programme of Study: Relationships Education Health Education (Health and Wellbeing) <u>Economic wellbeing and careers Education</u> Pupils should have the opportunity to learn: <u>Economic Wellbeing</u> 6. that people have different attitudes towards saving and spending money 7. what influences people's decisions about saving and spending, including individual priorities, needs and wants 8. how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to 9. that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics) 10. different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account 11. advantages and disadvantages of different ways of paying for things <u>Careers education: aspirations, learning and work</u> 5. to recognise their achievements and personal strengths; how to set targets to help achieve their goals 6. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital			

literacy

7. that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career
8. that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways
9. how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career
- 10.that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- 11.that there are different routes into careers (e.g. college, apprenticeship, university)
- 12.about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes

Impact –lesson sequence:

Evaluations and assessments: