



Pottery Primary School: Progression of Skills and Knowledge: PSHE

Strand / Unit	EYFS	KS1	LKS2	UKS2
Drug Education	<p>ELG: Managing Self Children at the expected level of development (at the end of their reception year) will: Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Non-statutory Guidance Development Matters: Children in reception will be learning to:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Know and talk about the different factors that support their overall health and wellbeing. 	<p>H1. Identifying different ways to keep healthy. H5. Demonstrating simple hygiene routines that can stop germs from spreading. H6. Understanding how medicines can help people to stay healthy. H11. Naming different feelings. H28. Talking about rules and age restrictions that keep us safe. H31. Understanding that household products (including medicines) can be harmful if not used correctly. H33. Talking about the people whose job it is to help keep us safe. H37. Understanding that things that people put into their body or on their skin can affect how people feel</p>	<p>H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle. H10. Understanding how medicines, when used responsibly, contribute to health. H38. Identifying how to predict, assess and manage risk. H39. Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe. H40. Understanding the importance of taking medicines correctly and using household products safely. H41. Identifying strategies for keeping safe. H44. How to respond and react in an emergency situation. H46. Learning about the risks and effects of legal drugs common to everyday life.</p>	<p>H 4. Recognising that habits can have both positive and negative effects on a healthy lifestyle. H44. How to respond in an emergency situation. H46. Exploring the risks/effects of legal drugs common to everyday life. H47. Recognising that there are laws surrounding the use of legal drugs. H48. Exploring why people choose to use or not use drugs. H49. Recognising the mixed messages in the media. H50. Identifying the people they can talk to if they have concerns. R15. Identifying strategies to manage peer influence and the desire for peer approval.</p>

<p style="text-align: center;">Exploring Emotions</p>	<p>ELG: Self-Regulation Children at the expected level of development (at the end of their reception year) will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. <p>Non-statutory Guidance Development Matters: Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. 	<p>H11. Naming different feelings. H12. Explaining how to recognise different feelings. H13. Recognising that feelings can affect the way we think, feel and behave. H14. Talking about how to recognise what others might be feeling. H15. Recognising that not everyone feels the same about the same things. H16. Naming a range of words to describe feelings. H17. Talking about things that help people’s mental/physical health. H18. Identifying ways to manage big feelings. H19. Recognising when they need help and understand how to ask for help.</p>	<p>H15. Recognising the importance of taking care of mental health. H16. Identifying strategies and behaviours that support mental health. H17. Recognising feelings can change over time and range in intensity. H18. Identifying the everyday things that affect feelings and the importance of expressing how we feel. H19. Using a varied vocabulary when talking about feelings and how we can express feelings in different ways. H20. Identifying strategies that they could use to respond to feelings. H21. Identifying how to seek support for themselves and others. H24. Identifying strategies for dealing with emotions.</p>	<p>H18. Identifying the everyday things that affect feelings and the importance of expressing how we feel. H19. Using a varied vocabulary when talking about feelings and how we can express feelings in different ways. H20. Identifying strategies that they could use to respond to feelings. H21. Recognising when someone may be struggling with their mental health and understand how to seek support for themselves and others. H22. Recognising that anyone can experience mental ill health. H24. Identifying strategies for dealing with emotions, challenges and change. H29. Identifying how to reframe unhelpful thinking.</p>
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<p style="text-align: center;">Being Healthy</p>	<p>ELG: Managing Self Children at the expected level of development (at the end of their reception year) will:</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Non-statutory Guidance Development Matters: Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Manage their own needs. Personal hygiene. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. 	<p>H1. Identifying different ways to keep healthy. H2. Recognising foods that support good health; the risks of eating too much sugar. H3. Exploring how physical activity helps us to stay healthy. H4. Recognising why sleep is important and different ways to rest and relax. H5. Demonstrating simple hygiene routines that can stop germs from spreading. H7. Exploring what good dental care is; identifying food and drink that supports dental health. H8. Describing different ways of keeping safe in the sun to reduce skin damage. H9. Recognising the importance of knowing when to take a break online/offline.</p>	<p>H1. Identifying what affects their physical/ mental health. H2. Understanding what a balanced, healthy lifestyle means. H3. Understanding what might influence our choices. H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle. H6. Explaining what constitutes a healthy diet. H7. Recognising opportunities to be physically active. H8. Understanding routines that support good quality sleep. H9. Identifying hygiene routines that can limit the spread of infection. H11. Talking about how to maintain good mouth hygiene. H12. Understanding the benefits/risks of sun exposure. H13. Identify strategies for managing/balancing time online/offline. H16. Recognising behaviours that support good mental health.</p>	<p>H1. Identifying what affects their physical and mental health. H2. Understanding what a balanced, healthy lifestyle means. H3. Identifying what influences our choices to have a balanced lifestyle. H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle. H5. Recognising early signs of physical illness. H6. Exploring a balanced/unbalanced diet and the effects. H7. Recognising opportunities/risks associated with an active/inactive lifestyle. H8. Identifying routines that support good quality sleep; the effects of lack of sleep. H9. Understand the importance of personal hygiene and how to maintain it. H11. Identifying good oral hygiene; the impact of lifestyle choices on dental care. H12. Identifying how to keep safe from sun damage and reduce the risk of skin cancer. H13. Identifying strategies for managing/ balancing time online/offline. H14. Identifying how and when to seek support if they are worried about their health. H16. Identify strategies and behaviours that support mental health.</p>
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<p style="text-align: center;">Growing Up</p>	<p>ELG: Managing Self Children at the expected level of development (at the end of their reception year) will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. <p>Non-statutory Guidance Development Matters: Children in reception will be learning to:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Manage their own needs such as personal hygiene. 	<p>H5. Identifying simple hygiene routines that can stop germs from spreading. H20. Identifying feelings associated with change/loss. H21. Recognising what makes them special. H22. Talking about the ways in which we are all unique. H25. Naming the main parts of the body including external genitalia. H26. Explaining how people’s needs change as they grow from young to old. R13. Recognising and understanding the importance of respecting privacy. R16. Identifying how to respond if physical contact makes them feel uncomfortable/unsafe. R17. Understanding that there are situations when they should ask for permission. R18. Recognising the importance of not keeping adults’ secrets. R20. Identifying what to do if they feel unsafe/worried for themselves or others. R23. Recognising the ways in which they are the same/different to others.</p>	<p>H9. Understanding that everyday hygiene routines can limit the spread of infection. H25. Identifying what contributes to who we are. H27. Recognising their individuality and personal qualities. H28. Identifying personal strengths, skills, achievements and interests. H30. Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. H31. Identifying the physical and emotional changes that happen when approaching/during puberty. H32. Identifying the importance of keeping clean and how to maintain personal hygiene. H33. Understanding the human life cycle. R22. Understanding privacy and personal boundaries. R26. Recognising what seeking and giving permission (consent) means. R29. Explaining where to get advice or report concerns if worried. L9: Learning about stereotypes.</p>	<p>H27. Recognising their individuality and personal qualities. H28. Identifying personal strengths, skills, achievements and interests. H30. Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. H31. Identifying the physical and emotional changes that happen when approaching/ during puberty. H32. Identifying the importance of keeping clean and how to maintain personal hygiene. H33. Understanding the human life cycle. H34. Identifying where to get advice. H35. Recognising the responsibilities growing up brings. R2. Recognising that people may be attracted to someone emotionally, romantically and sexually. R26. Recognising what seeking and giving permission (consent) means. R29. Explaining where to get advice or report concerns if worried. L11. Recognising ways in which social media can be used positively and negatively. L16. Identifying how images on social media can be manipulated.</p>
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<p style="text-align: center;">Changes</p>	<p>ELG: Managing Self Children at the expected level of development (at the end of their reception year) will: Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Understanding the World ELG: The Natural World</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Non-statutory Guidance Development Matters: Children in reception will be learning to: See themselves as a valuable individual. Express their feelings and consider the feelings of others. Understand the effect of changing seasons on the natural world around them</p>	<p>H13. Recognising that feelings can affect the way we think, feel and behave. H16. Recognising ways of sharing feelings. H18. Identifying ways to manage big feelings. H19. Recognising when we need help and understand how to ask for help. H20. Identifying feelings associated with change/loss. H24. Exploring how to manage when we find things difficult. H26. Explaining how people's needs change as they grow from young to old. H27. Explaining positive ways of preparing to move to a new class/year group.</p>	<p>H17. Recognising that feelings can change over time, and range in intensity. H18. Identifying the everyday things that affect feelings, and the importance of expressing how we feel. H19. Using a varied vocabulary when talking about feelings. H21. Recognising the signs when someone may be struggling and understand how to seek support. H23. Discussing change and loss, and how these can affect feelings, thoughts and behaviours. H24. Identifying strategies for dealing with emotions, challenges and change. H36. Identifying strategies to manage transitions between classes and key stages.</p>	<p>H17. Recognising that feelings can change over time, and range in intensity. H18. Identifying the everyday things that affect feelings, and the importance of expressing how we feel. H19. Using a varied vocabulary when talking about feelings. H21. Recognising the signs when someone may be struggling and how to seek support. H23. Discussing change and loss, and how these can affect feelings, thoughts and behaviours. H24. Identifying strategies for dealing with emotions, challenges and change. H36. Identifying strategies to manage transitions between classes and key stages.</p>
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<p style="text-align: center;">Bullying Matters</p>	<p>ELG: Managing Self Children at the expected level of development (at the end of their reception year) will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. <p>Non-statutory Guidance Development Matters: Children in reception will be learning to:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships with adults and peers. • Work and play cooperatively and take turns with others. • Express their feelings and consider the feelings <p>Think about the perspectives of others.</p> <ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. 	<p>R8. Recognising simple strategies to resolve arguments between friends positively. R9. Recognising how to ask for help if a friendship is making them feel unhappy. R10. Recognising that bodies/feelings can be hurt by words and actions. R11. Identifying how people may feel if they experience hurtful behaviour or bullying. R12. Understanding that hurtful behaviour is not acceptable. R12. Explaining how to report bullying and the importance of telling a trusted adult. R20. Identifying what to do if they feel worried. R21. Identifying what is kind and unkind behaviour. R22. Recognising how to treat themselves and others with respect. R24. Playing, listening and working cooperatively.</p>	<p>R13. Recognising the importance of seeking support if feeling lonely or excluded. R17. Identifying positive strategies that may help to resolve disputes in friendships. R18. Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable. R19. Recognising the impact of bullying and the consequences of hurtful behaviour. R20. Suggesting strategies to respond to hurtful behaviour. R21. Discussing what discrimination means and how to challenge it. R30. Recognising that our own behaviour can affect other people.</p>	<p>R13. Recognising the importance of seeking support if feeling lonely or excluded. R17. Identifying positive strategies that may help to resolve disputes in friendships. R18. Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable. R19. Recognising the impact of bullying and the consequences of hurtful behaviour. R20. Suggesting strategies to respond to hurtful behaviour. R21. Discussing what discrimination means and how to challenge it. R25. Identifying strategies to respond to unwanted touch. R30. Recognising that our own behaviour can affect other people.</p>
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<p style="text-align: center;">Being Me</p>	<p>ELG: Self-Regulation Children at the expected level of development (at the end of their reception year) will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. <p>Non-statutory Guidance Development Matters: Children in reception will be learning to:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. <p>Build constructive and respectful relationships.</p> <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. 	<p>L4. Recognising the different groups they belong to. L14. Identifying that everyone has different strengths. R23. Recognising the ways in which they are the same and different to others. H21. Recognising what makes them special. H22. Identifying the ways in which we are all unique. H23. Identifying what they are good at, what they like and dislike.</p>	<p>L6. Identifying the different groups that make up their community. L7. Identifying the different contributions that people/groups make to the community. L8. Explore diversity: what it means; the benefits of living in a diverse community. L10. Recognising behaviours/actions which discriminate against others. L25. Recognising positive things about themselves/achievements. H25. Identifying what contributes to who we are. R30. Recognising that our own behaviour can affect other people. R32. Recognising the differences and similarities between people. R33. Listening to and responding respectfully to a wide range of people.</p>	<p>L6. Identifying the different groups that make up their community. L7. Describing the different contributions that people/groups make to the community. L8. Discussing diversity: what it means; the benefits of living in a diverse community; and how we value diversity within our communities. L10. Recognising behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced. L25. Recognising positive things about themselves/achievements and can set goals. H25. Identifying what contributes to who we are. R30. Recognising that our own behaviour can affect other people. R32. Respecting and recognising the differences and similarities between people. R33. Listening to and responding respectfully to a wide range of people.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Difference and Diversity</p>	<p>ELG: Building Relationships Children at the expected level of development (at the end of their reception year) will:</p> <ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. <p>Understanding the World ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries. <p>Non-statutory Guidance Development Matters: Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some environments that are different from the one in which they live. 	<p>L6. Recognising ways they are the same as, and different to, other people. L14. Identifying that everyone has different strengths. L17. Discussing the strengths/interests someone might need to do different jobs. R2. Identifying the people who love and care for us. R3. Recognising that there are different types of families. R4. Identifying common features of family life. R22. Recognising how to treat themselves and others with respect. R23. Recognising the ways in which they are the same/different to others. H21. Recognising what makes them special. H22. Celebrating the ways in which we are all unique.</p>	<p>R31. Recognising the importance of self-respect and how to respect others. R32. Respecting and recognising the differences and similarities between people. R34. Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with. L9. Understanding and challenging stereotypes. L10. Recognising behaviours/actions which discriminate against others. H25. Identifying what contributes to who we are. H27. Recognising their individuality and personal qualities.</p>	<p>R20. Identifying strategies to respond to hurtful behaviours. R21. Describing what discrimination means and how to challenge it. R30. Recognising that our own behaviour can affect other people. R31. Describing how to respect others. R32. Respecting/recognising the differences/similarities between people. R34. Debating topical issues with respect. L4. Identifying the importance of having compassion towards others. L8. Discussing diversity: what it means; the benefits of living in a diverse community. L10. Understanding prejudice. L12. Exploring how to make safe, reliable choices from search results. H25. Identifying what contributes to who we are. H26. Understanding that for some people gender identity does not correspond with their biological sex. H27. Recognising their individuality and personal qualities. H28. Identifying personal strengths, skills, achievements and interests.</p>
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<p style="text-align: center;">Being Responsible</p>	<p>ELG: Managing Self Children at the expected level of development (at the end of their reception year) will:</p> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. Understanding the World Non-statutory Guidance Development Matters: <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Manage their own needs including personal hygiene. <p>Know and talk about the different factors that support their overall 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 - being a safe pedestrian 	<p>L1. Understanding what rules are and why different rules are needed for different situations. L2. Recognising that people and other living things have different needs and understand the responsibilities of caring for them. L3. Explaining things they can do to help look after their environment. L5. Exploring the different roles/responsibilities people have. R25. Sharing opinions on things that matter to them.</p>	<p>L1. Recognising reasons for rules and laws; consequences of not adhering to rules and laws. L2. Recognising there are human rights, that are there to protect everyone. L3. Understanding the relationship between rights and responsibilities. L4. Identifying the importance of having compassion towards others. Explaining how to show care/concern. L5. Identifying ways of protecting the environment in school and at home. Understanding how everyday choices can affect the environment.</p>	<p>L1. Recognising reasons for rules and laws; consequences of not adhering to rules and laws. L2. Recognising there are human rights, that are there to protect everyone. L3. Understanding the relationship between rights and responsibilities. L4. Identifying the importance of having compassion towards others. Explaining how to show care/concern. L5. Identifying ways of protecting the environment in school and at home and understanding how everyday choices can affect the environment.</p>
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<p style="text-align: center;">Being Safe</p>	<p>ELG: Self-Regulation Children at the expected level of development (at the end of their reception year) will:</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Non-statutory Guidance Development Matters: Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. 	<p>H28. Talking about rules and age restrictions that keep us safe. H29. Recognising risk and what action to take to minimise harm. H30. Describing how to keep safe at home. H32. Describing ways to keep safe in familiar/ unfamiliar environments. H33. Talking about the people whose job it is to help keep us safe H34. Explaining basic rules to keep safe online. H35. Understanding what to do if there is an accident and someone is hurt. H36. Demonstrating how to get help in an emergency. L8. Talking about the role of the internet in everyday life. L9. Identifying that not all information online is true. R15. Responding safely to people online/offline.</p>	<p>H13. Identifying strategies for balancing time online/offline. H37. Identifying reasons for following age regulations and restrictions. R12/H38. Identifying how to predict, assess and manage risk in different situations. H39. Understanding what they can do reduce risks and keep safe. H41. Identifying strategies for keeping safe in the local environment. H42. Identifying strategies for keeping safe online. H43. Demonstrating basic techniques for dealing with common injuries. H44. Understanding how to respond in an emergency situation. R22. Understanding privacy and personal boundaries. R23/R24. Recognising on-line risks. R25. Recognising acceptable/ unacceptable physical contact. R26. Understanding about seeking and giving permission R28. Recognising pressure from others. L11- L16. Recognising ways in which the internet and social media can be used both positively/negatively.</p>	<p>H38. Identifying how to predict, assess and manage risk in different situations. H39. Understanding what hazards may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. H41. Identifying strategies for keeping safe in the local environment or unfamiliar places. H42/ R29 Identifying strategies for keeping safe online. H43. Demonstrating basic techniques for dealing with common injuries. H44: Demonstrating how to respond/react in an emergency situation. R23. Recognising on-line risks, harmful content/ behaviours and how to report concerns. R28. Can recognise pressure from others. L11- L16. Recognising ways in which technology can be used positively and negativity and identifying ways to stay safe.</p>
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<p style="text-align: center;">Relationships</p>	<p>ELG: Building Relationships Children at the expected level of development (at the end of their reception year) will:</p> <ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers. <p>Non-statutory Guidance Development Matters: Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships <p>Express their feelings and consider the feelings of others.</p> <ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. 	<p>R1. Recognising the roles different people play in their lives. R5. Understanding that it is important to tell someone if something about their family makes them unhappy or worried. R6. Understanding how people make friends and explain what makes a good friendship. R7. Recognising when they or someone else feels lonely and what to do that may help. R19. Explaining basic techniques for resisting pressure to do something they don't want to do. L7. Explaining how the internet and devices can be used safely to communicate with others. H14. Talking about how to recognise what others might be feeling. H15. Recognising that not everyone feels the same about the same things.</p>	<p>R1. Recognising that there are different types of relationships. R6. Recognising the different ways people care for each other. R7. Recognising and respecting that there are different family structures. R8. Recognising the characteristics of healthy family life. R10. Identifying the strategies to build positive friendships and how friendship can support wellbeing. R11. Identifying what constitutes a positive healthy friendship. R14. Comparing the difference between healthy/ unhealthy friendships. R16. Understanding the benefits of having different types of friends. R27. Recognising the risks associated with keeping a secret.</p>	<p>R1. Recognising that there are different types of relationships. R3. Understanding what marriage and civil partnership means. R4 . Understanding that forced marriage is a crime. R5. Recognising different types of loving, caring and committed relationships. R6. Identifying the difference between healthy/ unhealthy relationships. R7. Recognising and respecting that there are different family structures. R8. Recognising the characteristics of healthy family life. R9 .Recognising how to seek advice if family relationships make them unhappy. R10. Identifying the strategies to build positive friendships and how friendship can support wellbeing. R11. Identifying what constitutes a positive healthy friendship. R14. Comparing the difference between healthy/ unhealthy friendships. R16. Exploring how friendships can change and the benefits of having different types of friends.</p>
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<p style="text-align: center;">Money Matters</p>	<p>ELG: Self-Regulation. Children at the expected level of development (at the end of their reception year) will:</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>Understanding the World ELG: Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. <p>Non-statutory Guidance Development Matters: Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. • Show resilience and perseverance in the face of challenge. 	<p>L10. Understanding what money is. L11. Recognising that people make different choices about how to save/spend money. L12. Recognising the difference between needs and wants. L13. Understanding how money can be looked after. L14. Identifying that everyone has different strengths. L15. Understanding that jobs help people to earn money to pay for things. L16. Identifying different jobs that people do. L17. Identifying the strengths/interests someone might need to do different jobs.</p>	<p>L17. Understanding the different ways to pay for things. L18. Identifying that people's attitudes towards saving/spending is different. L19. Recognising that people's spending decisions can affect others and the environment. L20. Recognising that people make spending decisions based on needs and wants. L21. Recognising different ways of keeping track of money. L24. Identifying the ways that money can impact on people's feelings. L30. Identifying some of the skills that may help them in their future careers.</p>	<p>L21. Understanding different ways to keep track of money. L22. Understanding the risks associated with money and ways of keeping money safe. L23. Identifying the risks involved in gambling activities. L24. Identifying the ways that money can impact on people's emotions. L25. Recognising positive things about themselves and can set goals. L26. Identifying there is a broad range of different jobs/careers. L27. Exploring what is meant by stereotypes. L28/29. Recognising that there are many factors which may influence a person's job or career choice. L30. Recognising some of the skills that will help them in their future careers. L31. Identifying the kind of job that they might like to do when they are older. L32. Recognising a variety of routes into careers.</p>
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