

Marriott Primary School
RSHE Curriculum

At Marriott we provide a Relationships, Sex and Health Education (RSHE) curriculum that is accessible to all and one that will maximise the outcomes for every child so that they know more, remember more and understand more and have the values of Marriott Primary School embedded in their understanding.

Our curriculum will enable our children to become healthy both physically and mentally, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up including a focus on family and friendships in all contexts (the real world and on line). We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. We also aim to develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society and will complement this with the development of personal attributes including kindness, integrity, generosity and honesty. This is through our Route to Resilience programme and Marriott's Merits.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. In turn this will develop pupils' abilities to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. The use of Marriott's merits will develop their understanding of the values required to be a good citizen.

Our intention is rooted in research as it has shown that when PSHE is taught well it helps keep children and young people safe, physically and emotionally healthy and prepared for life and work. PSHE Association evaluated research 'A case for PSHE'. In addition to this the PSHE Association evaluated research 'PSHE, Academic Attainment and Employability' indicates that growing evidence suggests that the skills and attributes acquired through PSHE education have a significant impact on pupils' academic achievement, employability and future life chances.

Attainment on entry to the EYFS and the main barriers to the teaching of RSHE are that they lack the social skills required to access some of the concepts as they lack many life experiences and are not school ready. During discussions with the children, it is evident that at home there are a lack of books and limited conversations with adults which refer to social situations, diverse communities or varied family groupings.

At Marriott in Relationships, Sex and Health Education (RSHE), the main barriers for the children throughout their educational journey are a lack of life experiences and understanding of societal norms. Across the school there are then a number of additional barriers including:

Pupil safeguarding – sex, consent and relationships

- Pupils have a high amount of unsupervised access to devices and online media
- Parents often do not know how to set controls and barriers to ensure children are safe
- Pupils do not always know what a positive, loving relationship looks like from direct experience
- Safeguarding xxx of children in CP, CIN etc

Physical health and risk-taking behaviours

- A number of families who access food bank provision on a regular and adhoc basis – meal choices are determined by this

- Low income means that healthier options are not always an option
- Regular/if any attendance at a sports club, swimming lesson etc is limited
- Drugs are more readily available but the knowledge about the impact of these is skewed

Emotional health

- Family suffer from mental health issues and are not supported by GP/medical teams
- Verbal interaction between pupils and parents is often negative – seeking attention through negative means

Building character and key skills for life and work

- Aspirations are low
- Employment rates are low
- XXX number of children with an assigned social worker or family support worker

Academic success

- High number of pupils on SEND register – especially for SEMH
- Significant number of EAL pupils where the home language is not English

Employability

- Unemployment rates are high

In all subjects, children demonstrate a limited vocabulary compared to other children in more affluent communities. When encouraging children to ask key questions, they lack the ability to relate new experiences to previous learning. The majority of our parents do not have higher education qualifications and themselves are nervous of supporting their children with academic work or in having what may be perceived as ‘difficult’ discussions with their children about things which are outside their own understanding and experiences. The school by the end of Year 6 strives to have instilled within the children a sense of wonder, enthusiasm for learning and to question the world around them and the role they can play within it.

The end goals of the Relationship, Sex and Health Education curriculum at Marriott are that the content should support the wider work of the school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils’ ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

We want children to embrace the challenges of creating a happy and successful adult life by giving pupils the knowledge they need to enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils will also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. Marriott’s RSHE will support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Our 5 key themes at Marriott are:

Conflict	Inequality	Significance	Playing My Part	Success
Managing risk Healthy lifestyles Managing change Drug education	Diversity and communities Financial capabilities	Family and friends Diversity and communities SRE	Family and friends Managing risk SRE Drug education	Healthy lifestyles Managing change Financial capabilities

Relationship education

FP	Families and people who care for me	CF	Caring friendships	RR	Respectful relationships
OR	Online relationships	BS	Being safe		

Health education

MW	Mental wellbeing	IS	Internet safety and harms	PHF	Physical health and fitness
HE	Healthy eating	DAT	Drugs, alcohol and tobacco	HP	Health and prevention
BFA	Basic first aid	CAB	Changing adolescent bodies		

Economic wellbeing

EW	Economic wellbeing				
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RSHE Progression of skills Year 6

Autumn 1 Unit 1	<u>Family and Friends</u> What is friendship and how will friendships change over time? What are the characteristics of healthy friendships on and offline and how do they benefit me? CF How do trust and loyalty feature in my relationships on and offline? CF What are the benefits and risks of making new friends, including those I only know online? OR Can I always balance the needs of family & friends & how do I manage this? FP Can I communicate, empathise & compromise when resolving friendship issues? CF How can I check that my friends give consent on and offline? BS How do people in my family continue to support each other as things change? FP Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR	Pupil vocabulary: trust loyalty support balance consent pressures
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Focus Themes	Significance Playing my part	Key Facts:
<ul style="list-style-type: none"> • Healthy friendships • Trust • Loyalty • Empathy • Compromise • Consent • Changing networks • Family support • Influences and pressures • Cooperation • Networks of support • Online communities 	FP	have strategies for managing some of the pressures in friendships, family and relationships.
	FP	understand how families can support each other through periods of change or pressure.
	CF OR	have developed ways of beginning new friendships and of maintaining existing ones on and off line.
		<p>Identify qualities that they value in someone who is important to them e.g. <u>does activities with me, listens to me, spends time with me</u>, makes me laugh, helps me, likes some of the same things as me.</p> <p>Factors in a good relationship could be: <u>having things in common; listening to each other; having fun together;</u> being patient; forgiving each other; helping each other with difficult situations.</p> <p>Things that can cause problems in a friendship can include: one person being tired or grumpy; <u>not having enough time for each other; wanting to do different things; arguing over another friendship;</u> expecting too much of each other.</p> <p>Some strategies to make new friends are: smiling at the person; <u>asking their name and telling them yours; asking what they enjoy doing;</u> asking where they live; inviting them to meet your other friends.</p>

	CF OR	be able to describe how communication skills, empathy and compromise can reduce familiar relationship challenges.	<p>Recognise that differences within friendships are positive.</p> <p>Understand that everybody's home and family situation is different.</p> <p><u>There are many different types of families</u> (including families with a mum and a dad, with two mums or two dads, with a lone parent, blended families which include step siblings or half siblings, foster families, families with grandparent(s) living with them, with one child, with lots of children.</p>
	CF OR	describe aspects of healthy and unhealthy relationships, online and offline.	<p>Things that cause difficulties in friendships might be: <u>their friend said something about them to someone else; they invited someone else to their house and forgot to include their friend;</u> their friend accidentally kicked them in a game at lunch time.</p>
	CF OR	understand when consent should be sought and given in their current relationships, on and offline	<p>Things you can do to support people: making breakfast for a younger sibling, <u>playing with someone at playtime, tidying the classroom, listening to a friend talk about a problem,</u> doing a job to help at home.</p> <p>Consequences of worry can be: biting nails, eating sweets, <u>shouting at other people, not speaking to anyone,</u> getting headaches, not being able to concentrate.</p> <p>Name places outside of school they could get help from including: <u>doctor's surgery,</u> yellow pages, internet, <u>library,</u> social services, local authority, <u>police,</u> local council, telephone directory.</p>
Autumn 1 Unit 2	<u>Managing Safety and Risk</u>		Pupil vocabulary:

	<p>What impact does risk have on me and how can I reduce my risk of harm?</p> <p>When might it be good for my mental health for me to take a risk? MW What are the possible benefits and consequences of taking physical, emotional and social risks? MW When am I responsible for my own safety as I get older and how can I keep others safer? BS How can I safely get the attention of a known or unknown adult in an emergency? BS Can I carry out basic first aid in common situations, including head injuries? BS What are the benefits of cycling and walking on my own and how can I stay safer? MW How can being outside support my wellbeing & how do I keep myself safe in the sun? HP What are the benefits of using public transport and how can I stay safe near railways? How can I prevent accidents at school and at home, now that I can take more responsibility?</p>		<p>transport prevent/prevention physical risk emergency services first aid consequence</p>
Focus Themes	<p>Conflict Playing my part</p>		Key Facts:
<ul style="list-style-type: none"> • Personal responsibility for safety • Risk reduction strategies • Getting help • Sources of support • Basic first aid • Road safety • Sun safety • Cycle safety • Railway safety • Electrical safety • Health and safety rules in school • Preventing a wider range of accidents 	BS	be explore situations where they are responsible for their own safety and that of others.	<p>Know there are benefits of taking risks such as: learning a new skill or feeling proud of yourself.</p> <p>Know things you can say if you don't want to take a risk such as: I'm not sure yet; <u>I have decided it's too risky</u>; I might do it when I'm a bit older; I need some time to think about it.</p> <p>Causes of accidents could include: not knowing the safety rules/ <u>ignoring safety rules/ showing off</u>/ being affected by their feelings/making mistakes/ being persuaded/being under the influence of alcohol or drugs/not having the skills to cope.</p> <p>There are different types of risk:</p> <ul style="list-style-type: none"> •physical where your body might get hurt •social where a relationship might suffer •emotional where feelings get hurt <p>Name some organisations that can help people: <u>doctors' surgeries</u>, Social Services,</p>
	BS	understand and practice a range of strategies to reduce risk.	
	BS	learn ways of getting help from known and unknown adults in an emergency (even when getting attention is difficult).	
	MW	explore positive and negative aspects or risk taking.	
	MW	Understand the benefits and consequences of taking physical, social and emotional risks.	

	BFA	understand and practise basic procedures for first aid.	<p>Children’s Centres, Citizens Advice Bureau, ChildLine etc</p> <p>Know how to put someone in the recovery position.</p> <p>The main dangers of trains are: they move very fast; they can’t stop easily; they run on high levels of electricity, pedestrians are close to the trains at a level crossing. Identify things that can reduce a risk including: wearing protective clothing, checking the weather, going with someone etc.</p>
		be identify new risky situations due to increasing independence and consider safety implications.	
		identify safety issues when cycling and develop understanding of how to stay safe on the roads.	
		identify a wider range of situations where they might encounter risk eg on public transport, near the railway and have strategies to stay safe.	
		understand their growing responsibility and possible actions to prevent a wider range of accidents at home and at school.	
Autumn 2 Unit 1	<p><u>Diversity and Communities</u></p> <p>What are the nationalities, cultures and ethnic groups in my local area?</p> <p>How do other people’s perceptions, views and stereotypes influence my sense of identity? RR</p> <p>How do views of gender affect my identity, friendships, behaviour & choices? RR</p> <p>What are people’s different identities, locally and in the UK? FP</p> <p>How can I show respect to those with different lifestyles, beliefs & traditions? RR</p> <p>What are the negative effects of stereotyping? RR</p> <p>Which wider communities & groups am I part of & how does this benefit me? MW</p> <p>What are voluntary organisations and how do they make a difference? MW</p> <p>What is the role of the media and how does it influence me and my community?</p> <p>Who cares for the wider environment and what is my contribution?</p>		<p>Pupil vocabulary:</p> <p>prejudice</p> <p>constructive</p> <p>stereotyping</p> <p>contribution</p> <p>influence</p> <p>perceptions</p> <p>confidence</p>
Focus Themes	Significance Inequality		Key Facts:

<ul style="list-style-type: none"> • Self-perception and self-evaluation • Developing skills • Steps towards goals • The world of work • Effective communication • Chairing group discussions • Courtesy, negotiation & debate • Problem solving and perseverance • Influence of the media • Evaluation 	CF RR	be able to recognise aspects of their identity and understand how other people can influence their perception of themselves	Name different forms of media: magazines, comics, newspapers, television, radio, internet.
		be able to describe the ethnic make up of their community and different groups that live in Britain.	Describe aspects of my identity such as my history , origins, gender, dreams for the future, important events , likes or dislikes.
		recognise the negative effects of stereotyping and prejudice.	Name different ethnic groups that live in the local community.
		know about how they and others, including volunteers, contribute to the community.	Know about the range of nationalities, cultures and ethnic groups that live in Britain.
		understand about the role of the media and its possible influences.	Sexism – prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.
		understand some ways of caring for the environment and the contribution they can make.	Racism – conduct or words which disadvantage people because of their colour, culture or ethnic origin. Homophobia - Active prejudice and discrimination directed towards homosexuality. Give examples of voluntary, community, pressure groups and charities.
Autumn 2 Unit 2	<u>Healthy Lifestyles</u> Could me and my family become healthier people? How does physical activity help me & what might be the risks of not engaging in it? MW	Pupil vocabulary: routine lifestyle consume	

	<p>What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE</p> <p>What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP</p> <p>What are the factors influencing me when I'm making lifestyle choices and how might these change over time?</p> <p>What might be the signs of physical illness and how might I respond? HP</p> <p>What are the benefits and risks of spending time online/on electronic device in terms of my physical and mental health? IS</p> <p>Why are online apps and games age restricted? IS</p>	<p>fat</p> <p>protein</p> <p>carbohydrate</p> <p>calcium</p> <p>iron</p>	
Focus Themes	<p>Success</p> <p>Conflict</p>	Key Facts:	
<ul style="list-style-type: none"> • Eatwell Guide • Nutritional content • Portion sizes • Meal planning • Sleep hygiene • Dental health • Health as a continuum • Risks & benefits of lifestyle choices • Physical illness • Gaming/social media age restrictions 	MW	understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity.	<p>To improve my mental health I can: <u>exercise</u>, <u>talk to others</u> and practice mindfulness.</p> <p>State things you enjoy doing online or on a screen, for example, <u>taking photos and sharing them, playing online or offline games</u>, video calling my family and friends who don't live nearby, sending messages to my friends, creating videos or watching those which others have made).</p> <p>State decisions I make about my lifestyle can that can have a positive impact for example increased confidence.</p> <p>State decisions I make about my lifestyles that can have a negative consequences for example: weight gain.</p> <p>Other people/things can have an influence on your lifestyle. For example a family member, a friend, money, time etc.</p> <p>To know that physical activity involves moving your body and that it can:</p>
	MW	understand the benefits of physical activity for promoting health and the risks of not participating.	
	MW	explain that a healthy lifestyle includes physical, social and emotional health and how they can take responsibility for their own health.	
	IS	be able to explain why some online apps and games are age restricted, and how online behaviour can affect physical & mental health.	
	IS	understand that behaviour, routines and a variety of influences affect their lifestyle choices, including online.	
	PHF	understand that behaviour, routines and a variety of influences affect their lifestyle choices, including online.	

	PHF	explain that a healthy lifestyle includes physical, social and mental health and how they can take responsibility for their own health.	<p>*improve muscle strength</p> <p>*boost your endurance</p> <p>*deliver oxygen and nutrients to your tissues</p> <p>*helps your cardiovascular system work more efficiently</p> <p>*gives you more energy</p> <p>Social activities include: having friends, spending time with others, meeting new people</p> <p>Emotional activities include: knowing how to name and manage different feelings; knowing where to go for help.</p> <p>Eat a variety of these 5 food groups in order to remain healthy: carbohydrates, protein, dairy products, fruit and vegetables, fats and sugars.</p> <p>Fat, protein and carbohydrates provide us with energy.</p>
	HE	be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important	
	HE	be able to explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves, including explaining the possible consequences of imbalance.	
Spring 1	<p><u>Relationship and Sex Education</u></p> <p>What effect might puberty have on people's feelings, emotions and bodies?</p> <p>What are different ways babies are conceived and born? (Sex Education)</p> <p>What effect might puberty have on people's feelings and emotions? CAB</p> <p>How can my words or actions affect how others feel, and what are my responsibilities? MW</p> <p>What should adults think about before they have children? FP</p> <p>Why might people get married or become civil partners? FP</p> <p>What are different families like? FP</p>		<p>Pupil vocabulary:</p> <p>contraceptive</p> <p>condom</p> <p>ejaculation</p> <p>sexual intercourse</p> <p>reproduction</p> <p>sperm</p>
Focus Themes	<p>Playing my part</p> <p>Significance</p>		<p>Key Facts:</p>

<ul style="list-style-type: none"> • Human Lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families 	FP	understand a few reasons why a couple might choose to have children.	<p>Reasons people might choose to have a baby: growing their family, increasing their friendship circle, because they feel they should.</p> <p>Adults can show commitment to each other in a number of ways including: getting married, entering a civil partnership, setting up home or starting a family.</p> <p>People who love one another can show that they care for each other by e.g. looking after each other when they are ill; listening to each other's problems, helping each other out, sharing celebrations together.</p> <p>The creation of a baby can be avoided during sex through the use of contraception including: condoms the pill.</p> <p>The reason our bodies go through puberty is to get them ready for reproducing when they are older.</p> <p>The stages of how a baby is made.</p> <p>It is illegal to have sex under the age of 16.</p> <p>There are families that are not the same as theirs for example: those where there are two mummies or daddies, those where there is only one parent etc.</p>
	FP	describe some characteristics of a loving trusting relationship.	
	FP	show awareness of some family arrangements which are different from their own.	
	MW	understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt.	
	CAB	be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively.	
	CAB	understand that puberty affects people in different ways both physically and emotionally.	
		be able to describe the main stages of sexual reproduction, using some scientific vocabulary.	
Spring 2	<p><u>Managing Change</u></p> <p>How does change affect you and how can you support yourself and others at this time?</p> <p>What positive and negative changes might people experience? CAB How do people's emotions evolve over time as they experience loss and change? MW How can I manage the changing influences and pressures on my friendships and relationships? CF</p>		<p>Pupil vocabulary:</p> <p>evolve manage transition</p>

	<p>What different strategies do people use to manage feelings linked to loss and change and how can I help? MW</p> <p>How might people whose families change feel?</p> <p>When might change lead to positive outcomes for people?</p> <p>What positive and negative changes have I experienced and how have these experiences affected me? CAB</p> <p>What strategies will help me to thrive when I move to my next school? MW</p>	
Focus Themes	<p>Conflict</p> <p>Success</p>	Key Facts:
<ul style="list-style-type: none"> • Range of changes • Emotions • Strategies for change • Supporting others • School/phase transition 	<p>CF be able to identify what might help when experiencing difficult emotions.</p>	<p>All changes involve an element of loss for example moving home might involve loss of their bedroom, of seeing particular friends every day, of their neighbours, of their school.</p> <p>Situations involving change might be: change of schools, change in friendships, moving home, new family members, bereavement, parents separating.</p> <p>Emotions associated with change could be: anger, upset and confusion.</p> <p>Ways they can try and support someone or themselves with change/through a period of change such as: trying to do one thing each day that makes him feel happy; writing about sadness; remembering happy times, keeping healthy and knowing that other people experience these feelings too.</p> <p>Ways they can offer sympathy due to change to another person could include: writing a letter, talking or sending them a picture.</p>
	<p>CF be able to identify a range of changes which can happen in families, and talk about how and why their friendships might change.</p>	
	<p>MW be able to identify a range of situations which involve loss and change.</p>	
	<p>MW recognise emotions associated with loss and change, and understand how these feelings can change</p>	
	<p>MW have developed strategies for coping with future changes, including transition to secondary school</p>	
	<p>MW know how they can access support and how they can support other people.</p>	
	<p>CAB be able to reflect on their own experiences of change and describe some ways they have affected them.</p>	
Summer 1	<p><u>Drug Education</u></p> <p>True or False - The impact of drugs is always negative?</p>	<p>Pupil vocabulary:</p> <p>cigarettes</p> <p>solvents</p> <p>recreational drugs</p>

	<p>What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them?</p> <p>How does drug use affect the way a body or brain works?</p> <p>How do medicines help people with different illnesses?</p> <p>What immunisations have I had or may I have in future and how do they keep me healthy?</p> <p>What is drug misuse?</p> <p>What are some of the laws about drugs?</p> <p>When and how should I check information about drugs?</p>	<p>drug misuse</p> <p>immunisations</p>
<p>Focus Themes</p>	<p>Conflict</p> <p>Playing my part</p>	<p>Key Facts:</p>
<ul style="list-style-type: none"> • Effects of drug use • Essential use of medicines • Drug misuse • Staying safe around risky substances • Influence of friends and media • Reliability of information • Immunisations 	<p>DAT</p> <p>be able to categorise drugs as medical, non-medical, legal and illegal.</p>	<p>Name products that contain solvents such as glue, gas, spray, petrol, paint, aerosol.</p> <p>The consequences of breaking the law in relation to drugs could be: caution, fine, community service, prison, criminal record.</p> <p>To know about different categories of drugs including medicines (both prescribed and over-the-counter), legal recreational and illegal.</p> <p>Smoking cause lots of diseases, like heart problems and some kinds of cancer.</p> <p>People might try to stop smoking by; get help with cravings, visit the doctor, ask friends and family to help.</p> <p>Some drinks contain alcohol such as wine and beer.</p> <p>The effects of alcohol on the body could be:</p>
	<p>have begun to recognise influence and pressure and have related this to peers and the media.</p>	
	<p>understand the possible physical and psychological effects of some drugs</p>	

	<p>understand some of the laws relating to drugs.</p>	<p>Short term: <u>dehydration, slurred speech,</u> unconsciousness, headache, vomiting, blurred vision, uncoordinated, changes in behaviour and mood</p> <p>Long term: <u>Damage to the brain (loss of memory cells)</u> <u>Damage to the liver</u> Damage to the heart (weakening of the heart muscle) Damage to the stomach (leading to stomach ulcers) Cancers (Throat, mouth and oesophagus) Malnutrition (if alcohol takes the place of food) High blood pressure (factor in heart attacks and strokes)</p> <p>Reasons why people may take illegal drugs are: <u>peer pressure, enjoyment,</u> curiosity, the environment they live in, self-medication and rebellion.</p>
	<p>be able to identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.</p>	
	<p>understand the roles of medicines and immunisations.</p>	
	<p>recognise some reasons why people sue and misuse drugs and be able to suggest some alternatives.</p>	

<p>Summer 2</p>	<p><u>Financial Capabilities</u></p> <p>Can you run a successful enterprise?</p> <p>What different ways are there to gain money? What sort of things do adults need to pay for? How can I afford the things I want or need? How can I make sure I get 'value for money'? Why don't people get all the money they earn? How is money used to benefit the community or the wider world? What is poverty?</p>		<p>Pupil vocabulary:</p> <p>risk afford deductions budget occupation earnings enterprise</p>
<p>Focus Themes</p>	<p>Inequalities Success</p>		<p>Key Facts:</p>
<ul style="list-style-type: none"> • Earnings and deductions • Wants and needs • Range of jobs • Budgeting • Debt and credit • Financial planning (including insurance and pensions) • Making choices • Managing feelings about money • Poverty • Role of charities 	<p>EW</p>	<p>have a broad view of what money is, including history, trade and currencies.</p> <p>know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture.</p> <p>understand that managing money is complex and may involve risk but there are people who can help.</p> <p>understand that feelings around money can be complex, difficult and changeable.</p> <p>understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community.</p> <p>be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget</p> <p>understand how our choices can have an impact on the local and wider communities.</p> <p>have a broad view of what we mean by poverty and know something of its links with trade and charities.</p>	<p>The form of money has changed throughout history from coins in the Roman period to paper money first used in the 13th Century to more recent times when cheques have all been used and then today electronic money in the form of cards.</p> <p>Different jobs require different skills such as a teacher needing a degree and a teacher training certificate.</p> <p>We pay tax when we buy things but this differs in amount depending on the item so more luxury items have more tax added to them.</p> <p>To differentiate between essentials and desires (needs and wants) and understand that these may be different for different people and circumstances.</p> <p>A savings plan is what adults refer to more commonly as a <i>budget</i>.</p>

			<p>When people live and are unable to afford or get the basic needs we call this 'absolute poverty'.</p> <p>Plan and budget for a project (to be decided).</p>
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