

Non-Statutory PSHE Learning Objectives

KS1

- To understand what rules are and that different rules are needed for different situations.
- To think about the different needs that people and other living things have.
- To think about what they can do to help our environment.
- To think about the different roles and responsibilities that people have in their community.
- To think about the role the internet plays in everyday life.
- To understand that not everything on the internet is true.
- To understand what money is and that it comes from different sources.
- To know that people make different choices on how to spend and save their money, but that it needs to be looked after.
- To begin to understand the difference between wants and needs, and that people might not always be able to have the things they want.
- To understand that jobs help people earn money to pay for things.
- To discuss the jobs that people they know, and people working in their community do.
- To begin to know about some of the strengths and interests someone might need for different jobs.

LKS2

- To recognise the reasons for rules and laws.
- To recognise there are human rights that are designed to protect everyone.
- To begin to consider the relationship between rights and responsibilities
- To think of ways of carrying out shared responsibilities for protecting the environment in school and at home.
- To identify the different contributions people and groups make to their community.
- To begin to understand the meaning of 'diversity' and the benefits it brings to communities.
- To begin to understand the meaning of 'stereotypes' and how they can negatively influence behaviours or attitudes towards others.
- To begin to understand the meaning of 'prejudice' and how to recognise behaviour/actions that discriminate against others.
- To consider how to assess the reliability of sources of information online.
- To consider how text and images in the media and on social media can be manipulated or invented
- To recognise that people have different attitudes towards saving and spending money
- To understand that people's spending decisions can affect others and the environment (e.g. fair-trade, buying single use plastic or giving to charity).

To understand different ways of keeping track of money in order to keep it safe.

To confidently recognise positive things about themselves and their achievements.

To understand the broad range of jobs/careers that people can have and know that people often have more than one career/job during their life

To understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice

To learn about some of the skills which will broadly help them in future careers (e.g. teamwork, communication and negotiation)

To identify the kind of job they might like to do when they are older and consider skills they may need to develop

UKS2

To recognise the reasons for rules and laws and understand some of the consequences of not adhering to them.

To recognise there are human rights that are designed to protect everyone and to be able to discuss their understanding of some of these rights.

To understand and discuss the relationship between rights and responsibilities.

To consider how everyday choices can affect the environment on a global scale (reducing, reusing, recycling, food choices).

To understand the value of different contributions that people and groups make to their community.

To understand the meaning of diversity and the importance of valuing diversity within communities.

To understand stereotypes and the negative behaviours they can influence. To think about strategies for challenging the stereotypes they might experience or witness.

To understand the meaning of 'prejudice' and how to recognise and respond to behaviour/actions that discriminate against others if witnessed or experienced.

To understand about some of the different ways information and data is shared and used online, including for commercial purposes.

To consider how to make safe, reliable choices from search results based on their knowledge of the reliability of information online.

To begin to understand how information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information.

To consider how text and images in the media and on social media can be manipulated or invented

To think about the risks associated with money (e.g. can be lost, won or stolen) and consider the ways money might impact on people's feelings and emotions.

To begin to understand the risks involved in gambling related activities and the impact they may have on health, wellbeing and future aspirations.

To recognise that people make spending decisions based on priorities, needs and wants.

To understand that people's spending decisions can affect others and the environment (e.g. fair-trade, buying single use plastic or giving to charity).

To understand that there are different ways to pay for things and the choices people have about this

To consider what influences people's decisions towards spending and saving money and what makes something 'good value for money'

To learn about some of the skills which will broadly help them in future careers (e.g. teamwork, communication and negotiation)

To identify the kind of job they might like to do when they are older and consider skills they may need to develop

To recognise a variety of routes in careers (e.g. college, apprenticeship, university)

To apply their understanding of stereotypes to the workplace and know that a person's career aspirations should not be limited by them.

To discuss 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).

To consider their achievements and set goals to help achieve future personal outcomes.