



Some objectives will also be covered during our Journey In Love program.

Year Three- How we live in love.

Year Four- God loves us in our differences

Year Five- God loves me in my changing and development

Year Six- The wonder of God's love in creating new life.

Health and Wellbeing

Healthy Lifestyles (physical wellbeing)	LKS2	UKS2
	Relationships Living in the wider world Health and wellbeing.	Relationships Living in the wider world Health and wellbeing.
H1. how to make informed decisions about health	It's my Body- L3,6 (A)	It's my Body- L6 (A) Think Positive- L6 (A)
H2. about the elements of a balanced, healthy lifestyle	It's my Body- L2,3,6 (A)	It's my Body- L2 (A) Think Positive- L2 (A)
H3. about choices that support a healthy lifestyle, and recognise what might influence these	It's my Body- L2,3,6 (A) Think Positive- L1,2,5 (A)	Be yourself- L5 (B) It's my body- L2,5,6 (A) Think Positive- 4,5 (A)
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	It's my Body- L2,3,4, 6 (A) Think Positive- L1,2,6 (A)	It's my body- L3 (A) Think Positive- L6 (A)
H5. about what good physical health means; how to recognise early signs of physical illness	It's my body- L4 (A)	It's my Body- L6 (A)
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	It's my body- L2 (A)	It's my body- L3, 6 (A)



H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	It's my body- L2 (A)	It's my body- L2 (A)
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	It's my body- L3 (A)	It's my body- L2 (A)
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	It's my body- L4 (A)	Growing Up- L5 (B) It's my body- L3 (A)
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	It's my body- L4 (A)	It's my body- L3 (A)
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	It's my body- L2,6 (A)	It's my body- L3 (A)
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	It's my body- L6 (A)	It's my body- L3 (A)
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	Relationships- L1 (B) Computing.	Digital Wellbeing- L1 Computing.
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	It's my body- L4 (A)	It's my body- L6 (A) Safety First- L4 (A)



Mental Health	LKS2	UKS2
	Relationships Living in the wider world Health and wellbeing.	Relationships Living in the wider world Health and wellbeing
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	Think Positive- L1,2,4,5 (A)	Think Positive- L1,2,3,5,6 (A)
H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	Think Positive- L1,2,5 (A)	Think Positive- L1,2,5 (A)
H17. to recognise that feelings can change over time and range in intensity	Growing up- L4 (B) Think Positive- L3 (A) Be Yourself- L2 (B)	Be yourself- L4 (B) Growing Up- L2 (B)
H18. about everyday things that affect feelings and the importance of expressing feelings	Growing up- L4 (B) Think Positive- L2,3 (A) Be Yourself- L1,2,3 (B) TEAM- L1 (B)	Be yourself- L2,3,4 (B) Growing Up- L2 (B) Think Positive- L1,2 (A)
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways	Growing up- L4 (B) Think Positive- L1 (A) Be Yourself- L2,3 (B) TEAM- L1 (B)	Be yourself- L2,3,4 (B) Growing Up- L2 (B) Think Positive- L1,2 (A)
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	Growing up- L4 (B) Think Positive- L4,5 (A) Be Yourself- L3 (B)	Be yourself- L1 (B) Growing Up- L2 (B) Think Positive- L3,4 (A)
H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	Think Positive- L5 (A)	Think Positive- L3 (A)
H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a	Think Positive- L1 (A)	Think Positive- L3 (A)



trusted adult		
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	Think Positive- L3 (A) Be Yourself- L2 (B)	Be yourself- L2 (B) TEAM- L4 (B)
H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	Think Positive- L3 (A) Be yourself- L6 (B) TEAM- L1 (B)	Think Positive- L3 (A)

Ourselves, growing and changing	LKS2	UKS2
	Relationships Living in the wider world Health and wellbeing.	Relationships Living in the wider world Health and wellbeing
H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	Be yourself- L1 (B) Diverse Britain- L1,4 (B)	Growing Up- L3 (B)
H26. that for some people gender identity does not correspond with their biological sex	Be Yourself- L1 (B) Growing Up- L5 (B)	Growing up- L1 (B) It's my Body- L5 (A)
H27. to recognise their individuality and personal qualities	Be yourself- L1 (B) Aiming High- L1 (A)	Growing Up- L3 (B) It's my body- L5 (A)
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	Be Yourself- L1,6 (B) Aiming High- L1,2,3,6 (A) Think Positive- L6 (A)	Be yourself- L1,6 (B) Aiming High- L1,2,6 (A) Growing up- L3 (B)
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	Be Yourself- L6 (B) Aiming High- L3 (A) Think Positive- L6 (A)	Be yourself- L4,6 (B) Think Positive- L6 (A)
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	Growing Up- L2,3 (B)	Growing up- L1,5 (B)
H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and	Growing up- L2,3,4 (B)	Growing up- L1,2 (B)



menstrual wellbeing, erections and wet dreams)		
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	Growing up- L2,3 (B)	Growing up- L1 (B)
H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ¹	Growing Up- L1,6 (B)	Growing up- L5,6 (B)
H34. about where to get more information, help and advice about growing and changing, especially about puberty	Growing Up- L2,3,4 (B)	Growing up- L1 (B)
H35. about the new opportunities and responsibilities that increasing independence may bring	Safety First- L1,4 (A)	Safety First- L1,5 (A)
H36. strategies to manage transitions between classes and key stages	TEAM- L1 (B) Think Positive- L3 (A)	

Keeping Safe	LKS2	UKS2
	Relationships <u>Living in the wider world</u> <u>Health and wellbeing.</u>	Relationships <u>Living in the wider world</u> <u>Health and wellbeing</u>
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming	Digital Wellbeing- L6 Safety First- L1 (A)	Digital Wellbeing- L2 Safety First- L1 (A)
H38. how to predict, assess and manage risk in different situations	It's my Body- L5 (A) Safety First- L1,2 (A)	Safety First- L1,2,3,6 (A)
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe	Safety First- L2 (A)	Safety First- L2,5 (A)
H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	Safety First- L5 (A)	Safety First- L5 (A)
H41. strategies for keeping safe in the local environment or	Safety First- L4 (A)	Safety First- L6. (A)



unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	Computing.	Computing.
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact	Digital Wellbeing- L5 Computing.	Digital Wellbeing- L2,3 Computing.
H43. about what is meant by first aid; basic techniques for dealing with common injuries ²	Safety First- L6 (A)	Safety First- L4. (A)
H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	Safety First- L6 (A)	Safety First- L4. (A)
H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk ³	N/A Please see RSE statutory guidance from DFE	

Drugs, alcohol and tobacco	LKS2	UKS2
	Relationships <u>Living in the wider world</u> <u>Health and wellbeing.</u>	RelationshipsS <u>Living in the wider world</u> <u>Health and wellbeing</u>
H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break	It's my Body- L5 (A) Safety First- L5 (A)	It's my body- L4 (A)
H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	Safety First- L5 (A)	It's my body- L4 (A)
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);	It's my Body- L5 (A) Safety First- L5 (A)	It's my body- L4 (A)
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping	Safety First- L5 (A)	It's my body- L4 (A)
H50. about the organisations that can support people	Safety First- L5 (A)	It's my body- L4 (A)



concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns		
--	--	--

Relationships

Families and close positive relationships	LKS2	UKS2
	Relationships Living in the wider world Health and wellbeing	Relationships Living in the wider world Health and wellbeing
R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	VIPs- L1,3 (B) Growing Up- L5 (B)	VIP's- L6 (B) Growing up- L4 (B)
R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different	Growing Up- L5 (B)	Growing up- L4 (B)
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong	Growing Up- L5 (B)	Growing up- L4 (B)
R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others	Growing Up- L5 (B)	Growing up- L4 (B)
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart	Growing Up- L5 (B)	VIPs- L1 (B) Growing up- L4 (B)
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another	VIPs- L1 (B)	Be yourself- L2 (B) VIPs- L1 (B)
R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability	Growing Up- L5 (B)	VIPs- L1 (B)
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time	VIPs- L1 (B) Growing Up- L5 (B)	VIPs- L1 (B)



together; being there for each other in times of difficulty		
R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	VIPs- L1,3 (B) Safety First- L3 (A)	VIPs- L1,5,6 (B)

Friendships	LKS2	UKS2
	<u>Relationships</u> <u>Living in the wider world</u> <u>Health and wellbeing.</u>	<u>Relationships</u> <u>Living in the wider world</u> <u>Health and wellbeing</u>
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	VIPs L1,2 (B)	TEAM- L4 (B)
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships	TEAM L2,4 (B) VIPS L1,2 (B)	Be yourself- L2 (B) TEAM- L2 (B) VIPs- L2 (B)
R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face	Digital wellbeing- L3	
R13. the importance of seeking support if feeling lonely or excluded	Be Yourself- L2 (B) TEAM- L5 (B) Think Positive- L3 (A)	TEAM- L4 (B) Think Positive- L3 (A)
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	VIPS- L2,5,6 (B)	TEAM- L4 (B)
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others	Be Yourself- L4 (B) Digital Wellbeing- L6 VIPS- L3	Be yourself- L1,5 (B) VIPs- L4 (B)
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends	VIPS- L2 (B)	



R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	TEAM- L4,5 (B) VIPs- L4 (B)	Be yourself-L3 (B) TEAM- L3 (B) VIPs- L3 (B)
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	VIPs- L3 (B) It's My Body- L1 (A) Safety First- L3 (A)	VIPs- L6 (B) It's my Body- L1 (A)

Managing hurtful behaviour and bullying	LKS2	UKS2
	Relationships <u>Living in the wider world</u> Health and wellbeing.	Relationships <u>Living in the wider world</u> Health and wellbeing
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	Digital Wellbeing- L2 VIPs- L5,6 (B)	Digital Wellbeing- L5 TEAM- L5 (B)
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	Digital Wellbeing- L2 VIPs- L5,6 (B)	Digital Wellbeing- L5 TEAM- L5 (B)
R21. about discrimination: what it means and how to challenge it	Digital Wellbeing- L2 VIPs- L5,6 (B) Diverse Britain- L5 (B)	Digital Wellbeing- L5 TEAM- L5 (B) Diverse Britain- L4,5 (A)



Safe relationships	LKS2	UKS2
	Relationships Living in the wider world Health and wellbeing	Relationships Living in the wider world Health and wellbeing
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);	Digital Wellbeing- L5 VIPs- L3 (B)	Digital Wellbeing- L3 VIP's- L6 (B)
R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns	Digital Wellbeing- L3	Digital Wellbeing- L3
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	Digital Wellbeing- L3 Safety First- L2 (A)	Digital Wellbeing- L3
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	VIPs- L3 (B) It's My Body- L1 (A)	Growing up- L1,5 (B) It's my body- L1 (A)
R26. about seeking and giving permission (consent) in different situations	VIPs- L3 (B) It's My Body- L1 (A)	VIPs- L6 (B) It's my body- L1 (A)
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret	VIPs- L3 (B) It's My Body- L1 (A)	VIPs- L5 (B) It's my body- L1 (A)
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	Be Yourself- L4 (B) Digital Wellbeing- L5 Safety First- L3 (A)	Be yourself- L5 (B) Digital Wellbeing- L3 VIPS- L4 (B) It's my body- L4 (A) Safety First- L3 (A)
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	Be Yourself- L4 (B) Digital Wellbeing- L3 Safety First- L1,3 (A)	Be yourself- L5 (B) VIPs- L4 (B)



Respecting self and others	LKS2	UKS2
	Relationships Living in the wider world Health and wellbeing.	Relationships Living in the wider world Health and wellbeing
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	Be Yourself- L6 (B) TEAM- L2,3,5,6 (B) VIPs- L1,2 (B)	TEAM- L1,2,3 (B) VIPs- L2 (B) Think Positive- L4 (A)
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	Be Yourself- L1 (B) Diverse Britain- L4 (B)	Be yourself- L1 (B) TEAM- L2,5 (B) Diverse Britain- L2 (A)
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background	Diverse Britain- L5 (B) One World- L1 (B)	TEAM- L1 (B) Diverse Britain- L1 (A)
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	Diverse Britain- L1 (B)	TEAM- L2 (B) VIPs- L3 (B) Diverse Britain- L1 (A)
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	Diverse Britain- L6 (B) One World- L2,3 (B)	TEAM- L2 (B)



Living in the Wider World

Shared responsibilities	LKS2	UKS2
	Relationships Living in the wider world Health and wellbeing	Relationships Living in the wider world Health and wellbeing
L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	Diverse Britain- L3 (B)	TEAM- L6 (B) Diverse Britain- L3 (A)
L2. to recognise there are human rights, that are there to protect everyone	Diverse Britain- L2,4 (B) One World- L2,3,4 (B)	Diverse Britain- L1,4,5 (A) One world- L1 (B)
L3. about the relationship between rights and responsibilities	Diverse Britain- L1,3 (B) One World- L5,6 (B)	Diverse Britain- L2 (A) One world- L1,2,3,4,5,6 (B)
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	Be Yourself- L5 (B) TEAM- L6 (B) Diverse Britain- L2,6 (B) One World- L4,5,6 (B)	TEAM- L4,6 (B) Diverse Britain- L2,6 (A) One world- L1,2,3,4,5,6 (A)
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)	One World- L5,6 (B)	TEAM- L6 (B) Diverse Britain- L2 (A) One world- L1,2,3,4,5,6 (A)



Communities	LKS2	UKS2
	<u>Relationships</u> <u>Living in the wider world</u> <u>Health and wellbeing</u>	<u>Relationships</u> <u>Living in the wider world</u> <u>Health and wellbeing</u>
L6. about the different groups that make up their community; what living in a community means	TEAM- L6 (B) Diverse Britain- L1 (B)	Diverse Britain- L2,6 (A)
L7. to value the different contributions that people and groups make to the community	Diverse Britain- L2 (B) One World- L6 (B)	Diverse Britain- L1,4,5 (A) One world- L1 (B)
L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	Diverse Britain- L1,5,6 (B) One World- L1,3,4 (B)	Diverse Britain- L1,2,6 (A)
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging Stereotypes	Aiming High- L5 (A) Diverse Britain- L4 (B) One World- L1,2 (B)	Diverse Britain- L4,5 (A) Growing Up- L3 (B) It's my body- L5 (A)
L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	VIPs- L5,6 (B) Diverse Britain- L5 (B)	Diverse Britain- L3,4,5 (A)



Media literacy & digital resilience	LKS2	UKS2
	Relationships Living in the wider world Health and wellbeing.	Relationships Living in the wider world Health and wellbeing
L11. recognise ways in which the internet and social media can be used both positively and negatively	Be Yourself- L5 (B) Digital Wellbeing- L1 Digital Wellbeing- L4	Digital Wellbeing- L1,3,4 Growing Up- L3 (B)
L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results	Digital Wellbeing- L4	Digital Wellbeing- L2,6
L13. about some of the different ways information and data is shared and used online, including for commercial purposes	Digital Wellbeing- L5	Digital Wellbeing- L2,4
L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	Digital Wellbeing- L4	Digital Wellbeing- L4
L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	Digital Wellbeing- L6	Digital Wellbeing- L4
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	Digital Wellbeing- L4	Digital Wellbeing- L6 Growing- L3 (B) It's my body- L5 (A)



Economic wellbeing: Money	LKS2	UKS2
	Relationships Living in the wider world Health and wellbeing	Relationships Living in the wider world Health and wellbeing
L17. about the different ways to pay for things and the choices people have about this	Money Matters- L2 (A)	Money Matters- L2 (B)
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'	Money Matters- L5 (A)	Money Matters- L1,2,3 (B)
L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	Money Matters- L4 (A) One World- L4,5 (B)	Money Matters- L3,6 (B) One World- L2,3,4,5,6 (B)
L20. to recognise that people make spending decisions based on priorities, needs and wants	Money Matters- L3,4,5,6 (A)	Money Matters- L2,3,4,5 (B)
L21. different ways to keep track of money	Money Matters- L4,6 (A)	Money Matters- L4 (B)
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe	Money Matters- L2 (A)	Money Matters- L1 (B)
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	Money Matters- L3 (A)	Money Matters- L5 (B)
L24. to identify the ways that money can impact on people's feelings and emotions	Money Matters- L3 (A)	Money Matters- L5 (B)



Economic wellbeing: Aspirations, work and career	LKS2	UKS2
	Relationships Living in the wider world Health and wellbeing	Relationships Living in the wider world Health and wellbeing
L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	Aiming High- L1,2,3 (A)	Aiming High- L1,2,3,5,6 (A)
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	Aiming High- L4,5,6 (A) Money Matters- L1 (A)	Aiming High- L3,4 (A)
L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them	Aiming High- L5 (A)	Aiming High- L4 (A)
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)	Aiming High- L4,5 (A)	Aiming High- L3 (A)
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	Aiming High- L4 (A) Money Matters- L1 (A)	Aiming High- L4 (A)
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	TEAM- L2,3,6 (B) Aiming High- L4 (A)	Aiming High- L3 (A) TEAM- L1,2,3 (B)
L31. to identify the kind of job that they might like to do when they are older	Money Matters- L1 (A)	Aiming High- L5 (A)
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	Money Matters- L1 (A)	Aiming High- L5 (A)
Cg. what democracy is, and about the basic institutions that support it locally and nationally;		Diverse Britain- L3,4,5 (A)