



# The intention of the PSHE curriculum

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**Intent:** The aims of our PSHE Curriculum is to provide pupils with the knowledge, understanding, attitudes, values and skills they need to reach their potential as individuals and within the community. At Skidby Primary School we use the Kapow PSHE scheme with its strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Kapow PSHE enables our school to deliver engaging, up-to-date and relevant PSHE within a whole-school approach. Kapow lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

**Implementation:** The delivered curriculum reflects the needs of our pupils and is tailored to meet their specific needs. The school uses Kapow PSHE as the main scheme. The school's planning documents also indicate cross-curricular links and suggested adaptations. Teachers are able to use these suggestions or their own ideas to adapt the lesson plans to suit the needs of their pupils. There are also occasions where staff may feel it necessary to teach PSHE as a result of an issue which has arisen in their own class. There are additional Kapow PSHE resources that can be used to support this. In addition, PSHE is an important part of school assemblies and collective worship and the weekly assembly themes reflect this.

**Impact:** By the time children leave our school, we want all children to have a ready willingness and ability to try new things; to be able to push themselves and persevere; to have a good understanding of how to stay safe, healthy; to develop good relationships; to have an appreciation of what it means to be a positive member of a diverse society; and to have a strong self-awareness and show compassion for others. PSHE will be assessed by teachers both formatively (throughout the lessons and in particular in the Reflect part of the lesson) and summatively using assessment tasks. Summative assessments will be recorded at the end of each piece. The PSHE leader will monitor the implementation and impact of PSHE through monitoring planning, teaching, looking at evidence of work in Citizenship Books and through discussions with pupils.



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	Three and Four-Year-Olds	Reception	ELG
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases</li> </ul>	<ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to</li> </ul>



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	<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.             <ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them.</li> </ul> </li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing</li> </ul>	<p>socially and emotionally.</p> <ul style="list-style-type: none"> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. - personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:             <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>	<p>follow instructions involving several ideas or actions</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and others' needs.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed. For</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the skills they need to</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>



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	example, putting coats on and doing up zips	manage the school day successfully: - lining up and queuing - mealtimes	
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> </ul>



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PSHE: Key Stage 1			
PSHE	Knowledge/ Skills	Year 1	Year 2
<b>Family</b>	Knowledge	<ul style="list-style-type: none"> <li>To understand that families look after us.</li> <li>To know some words to describe how people are related (eg. aunty, cousin).</li> <li>To know that some information about me and my family is personal.</li> </ul>	<ul style="list-style-type: none"> <li>To know that families can be made up of different people.</li> <li>To know that families may be different to my family.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Exploring how families are different to each other.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding ways to show respect for different families.</li> <li>Understanding that families offer love, care and support.</li> </ul>
<b>Friendships</b>	Knowledge	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.
	Skills	Exploring how friendship problems can be overcome. Exploring friendly behaviours.	Understanding difficulties in friendships and discussing action that can be taken.
<b>Respectful relationships</b>	Knowledge	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs.
	Skills	Recognising how other people show their feelings. Identifying ways, we can care for others when	Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.



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		they are sad. Exploring the ability to successfully work with different people.	
<b>Change and Loss</b>	Knowledge		To know that there are ways we can remember people or events.
	Skills		Exploring how loss and change can affect us.
<b>Health and prevention</b>	Knowledge	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	To know that food and drinks with lots of sugar are bad for our teeth.
	Skills	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	Exploring the effect that food and drink can have on my teeth.
<b>Physical health and wellbeing</b>	Knowledge	To know that sleep helps my body to repair itself, to grow and restores my energy.	To understand the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.
	Skills	Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.
<b>Mental</b>	Knowledge	To know that strengths are things we are good at. To know that qualities describe what we are like.	To know that we can feel more than one emotion at a time. To know that a growth mindset means



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<b>wellbeing</b>		To know the words to describe some positive and negative emotions.	being positive about challenges and finding ways to overcome them.
	Skills	Identifying personal strengths and qualities. Identifying different ways to manage feelings.	Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self respect.
<b>Being safe (including online)</b>	Knowledge	To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely.
	Skills	Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe.	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.
<b>Drugs, alcohol and tobacco</b>	Knowledge	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.
	Skills	Learning what is and is not safe to put in or on our bodies.	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.
<b>The</b>	Knowledge	██	To know the names of parts of my body including private parts.



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<b>changing adolescent body</b>	Skills		
<b>Basic first aid</b>	Knowledge	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.	
	Skills	Practising making an emergency phone call.	
<b>Citizenship</b>	Knowledge	To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different.	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that everyone has similarities and differences.
	Skills	Recognising why rules are necessary. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.	Explaining why rules are in place. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment.





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			Recognising the contribution people make to the local community.
<b>Economic wellbeing</b>	Knowledge	To know that coins and notes have different values. To know some of the ways children may receive money. To know that it is wrong to steal money. To know that banks are places where we can store our money. To know some jobs in school. To know that different jobs need different skills.	To know some of the ways in which adults get money. To know the difference between a 'want' and 'need'. To know some of the features to look at when selecting a bank account.
	Skills	Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work.	Identifying whether something is a want or need. Recognising that people make choices about how to spend money. Exploring the reasons why people choose certain jobs.



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PSHE: Key Stage 2			
PSHE	Knowledge/ Skills	Year 3	Year 4
<b>Family</b>	Knowledge	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	To know that families are varied in the UK and across the world.
	Skills	Learning that problems can occur in families and that there is help available if needed.	Using respectful language to discuss different families.
<b>Friendships</b>	Knowledge	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.
	Skills	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	Exploring physical and emotional boundaries in friendships.
<b>Respectful relationships</b>	Knowledge	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand that there are similarities and differences between people. To understand some stereotypes related to age	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
	Skills	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	Exploring how my actions and behaviour can affect other people.



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<b>Change and Loss</b>	Knowledge		To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.
	Skills		Discussing how to help someone who has experienced a bereavement.
<b>Health and prevention</b>	Knowledge	To understand ways to prevent tooth decay.	To know key facts about dental health.
	Skills	Discussing why it is important to look after my teeth.	Developing independence in looking after my teeth.
<b>Physical health and wellbeing</b>	Knowledge	To understand the positive impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet.	To know that visualisation means creating an image in our heads.
	Skills	Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation.
<b>Mental wellbeing</b>	Knowledge	To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. To understand what a problem or barrier is and that these can be overcome.	To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.



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	Skills	Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.	Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.
<b>Being safe (including online)</b>	Knowledge	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.	To understand that there are risks to sharing things online. To know the difference between private and public
	Skills	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.
<b>Drugs, alcohol and tobacco</b>	Knowledge	To understand that other people can influence our choices.	To understand the risks associated with smoking tobacco.
	Skills	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make	Discussing the benefits of being a non-smoker.
<b>The changing adolescent body</b>	Knowledge		To understand the physical changes to both male and female bodies as people grow from children to adults.
	Skills		Discussing some physical and emotional changes during puberty.



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<b>Basic first aid</b>	Knowledge	To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.	To know that asthma is a condition which causes the airways to narrow.
	Skills	Learning what to do in a medical emergency, including calling the emergency services.	Learning how to help someone who is having an asthma attack.
<b>Citizenship</b>	Knowledge	To understand the UN Convention on the Rights of the Child. To understand how recycling can have a positive impact on the environment. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand some of the consequences of breaking rules. To understand the role of charities in the community	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items is of benefit to the environment. To understand that councillors have to balance looking after local residents and the needs of the council. To know that there are a number of groups which make up the local community.
	Skills	Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.	Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.
<b>Economic wellbeing</b>	Knowledge	To understand that there are different ways to pay for things. To know that budgeting money is important. To understand that there are a range of jobs available. To understand that some stereotypes can exist around jobs but these should not affect people's choices.	To know that money can be lost in a variety of ways. To understand the importance of tracking money. To know that many people will have more than one job or career in their lifetimes. Exploring ways to overcome stereotypes in the workplace.
	Skills	Discussing the range of feelings which money can cause. Discussing the different attitudes people have to	Exploring the factors which affect whether something is value for money. Discuss some impacts of losing



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money. Exploring the impact our spending can have on other people. Considering the advantages and disadvantages of different payment methods.

money. Identifying negative and positive influences that can affect our career choices.



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PSHE: Key Stage 2			
PSHE	Knowledge/ Skills	Year 5	Year 6
<b>Family</b>	Knowledge	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	
	Skills	Identifying ways families might make children feel unhappy or unsafe.	
<b>Friendships</b>	Knowledge	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
	Skills	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	Identifying ways to resolve conflict through negotiation and compromise.
<b>Respectful relationships</b>	Knowledge	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
	Skills	Exploring and questioning the assumptions we make about people based on how they look. Exploring our	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.



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		positive attributes and being proud of these (self-respect).	
<b>Change and Loss</b>	Knowledge		To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.
	Skills		Exploring the process of grief and understanding that it is different for different people.
<b>Health and prevention</b>	Knowledge	To understand the risks of sun exposure	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness
	Skills	Developing independence for protecting myself in the sun.	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.
<b>Physical health and wellbeing</b>	Knowledge	To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
	Skills	Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle





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<b>Mental wellbeing</b>	Knowledge	To understand what can cause stress. To understand that failure is an important part of success.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.
	Skills	Taking responsibility for my own feelings.	Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.
<b>Being safe (including online)</b>	Knowledge	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
	Skills	Developing an understanding of how to ensure relationships online are safe.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.
<b>Drugs, alcohol and tobacco</b>	Knowledge	To know some strategies I can use to overcome pressure from others and make my own decisions.	To understand the risks associated with drinking alcohol.
	Skills	Learning to make 'for' and 'against' arguments to help with decision making	Discussing the reasons why adults may or may not drink alcohol.
<b>The changing adolescent body</b>	Knowledge	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	To understand how a baby is conceived and develops.
	Skills	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	Discussing problems which might be encountered during puberty and using knowledge to help.
<b>Basic first aid</b>	Knowledge	To know how to assess a casualty's condition.	To know how to conduct a primary survey (using DRSABC).



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	Skills	Learning about how to help someone who is bleeding.	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.
<b>Citizenship</b>	Knowledge	To know what happens when someone breaks the law. To understand the waste hierarchy. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. To know that a pressure group is a group of people who feel very strongly about an issue and w	To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.
	Skills	Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society.	Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes which are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.
<b>Economic wellbeing</b>	Knowledge	To know that when money is borrowed it needs to be paid back, usually with interest. To know that it is important to prioritise spending. To know that income is the amount of money received and expenditure is the amount of money spent. To know some ways that people lose money.	To understand that there are certain rules to follow to keep money safe in bank accounts. To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. To understand that different jobs have different routes into them. To understand that people change jobs for a number of reasons. To know that banks and organisations such as Citizens' Advice can help with money-related problems.



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	Skills	Discussing risks associated with money. Making a budget based on priorities. Discussing the role of money in selecting a job. Discussing how income can change and the feelings associated with this.	Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs which might be suitable for them.
<b>Identity</b>	Knowledge		To know that identity is the way we see ourselves and also how other people see us. To understand that gender and sexual orientation form part of a person's identity
	Skills		Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.