

By the end of EYFS		By the end of KS1	
Health and Wellbeing	Respond to what they have heard, expressing their thoughts and feelings (Spring)	Manage their own needs (Autumn)	Know about what keeping healthy means; different ways to keep healthy.
	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc (Summer)	Express their feelings and consider the feelings of others (Spring)	Understand about foods that support good health and the risks of eating too much sugar
	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (Spring)	Show resilience and perseverance in the face of challenge (Spring)	Understand about how physical activity helps us to stay healthy; and ways to be physically active every day.
	Begin to understand how others might be feeling (Summer)	Identify and moderate their own feelings socially and emotionally (Summer)	Know simple hygiene routines that can stop germs from spreading.
	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips (Autumn)	See themselves as a valuable individual (Summer)	Know how to keep safe in the sun and protect skin from sun damage.
	Start to eat independently and learning how to use a knife and fork (Autumn)	ELG (not to be taught-used for assessment at the end of reception) Show an understanding of their own feelings and those of others, and begin to regulate their behaviour	Know about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly (Spring)	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	Know about the people who help us to stay physically healthy.	
	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Aware of different feelings that humans can experience.	Know about why sleep is important and different ways to rest and relax.
	Manage their own basic hygiene and personal needs, including dressing,	Know how to recognise and name different feelings.	Understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.
			Know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.
			Can talk about ways of sharing feelings; a range of words to describe feelings.
			Can talk about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
			Know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.
			To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.

	<p>Make healthy choices about food, drink, activity and tooth brushing (Summer)</p>	<p>going to the toilet and understanding the importance of healthy food choices</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes and personal hygiene</p>	<p>Know how feelings can affect people's bodies and how they behave.</p> <p>Know how to recognise what others might be feeling.</p> <p>To recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>To recognise what makes them special.</p> <p>To recognise the ways in which we are all unique.</p> <p>To identify what they are good at, what they like and dislike.</p> <p>Know how to manage when finding things difficult.</p> <p>Know about rules and age restrictions that keep us safe.</p> <p>Know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p>	<p>Know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p>Understand about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p>To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>Know about growing and changing from young to old and how people's needs change.</p> <p>Can talk about preparing to move to a new class/year group.</p> <p>Know about rules and age restrictions that keep us safe.</p> <p>To recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>Know about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>Know that household products (including medicines) can be harmful if not used correctly.</p>
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				<p>Know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p> <p>Know about the people whose job it is to help keep us safe.</p> <p>Know about what to do if there is an accident and someone is hurt.</p> <p>Know how to get help in an emergency (how to dial 999 and what to say).</p>
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	By the end of EYFS		By the end of KS1	
Relationships	Continue to develop positive attitudes about the differences between people (Spring)	Name and describe people who are familiar to them (Autumn)	Know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.	Know about how people make friends and what makes a good friendship.
	Begin to make sense of their own life-story and family's history (Summer)	Talk about members of their immediate family and community (Autumn)	To identify the people who love and care for them and what they do to help them feel cared for.	Develop simple strategies to resolve arguments between friends positively.
	Name and describe people who are familiar to them (Autumn)	Create collaboratively sharing ideas, resources and skills (Spring)	Talk about different types of families including those that may be different to their own.	Know how to ask for help if a friendship is making them feel unhappy.
	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 (Autumn)	Build constructive and respectful relationships (Autumn) Think about the perspectives of others (Summer)	To identify common features of family life.	Know how to listen to other people and play and work cooperatively. Understand how people may feel if they experience hurtful behaviour or bullying.
	Become more outgoing with unfamiliar people, in the safe context of their setting (Autumn)	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs (Summer)	Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.	Can talk about how to recognise when they or someone else feels lonely and what to do.
	Play with one or more other children, extending and elaborating play ideas (Spring)		Understand that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.	Know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.
	Talk with others to solve conflicts (Summer)		To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.	Know that sometimes people may behave differently online, including by pretending to be someone they are not.
	Develop appropriate ways of being assertive (Summer)		Know how to respond safely to adults they don't know.	
	Help to find solutions to conflicts and rivalries. For example, accepting that			

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	<p>not everyone can be Spider-Man in the game, and suggesting other ideas (Summer)</p> <p>Can start a conversation with an adult or a friend and continue it for many turns (Autumn)</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions (Summer)</p>		<p>Know about how to respond if physical contact makes them feel uncomfortable or unsafe.</p> <p>Know about knowing there are situations when they should ask for permission and also when their permission should be sought.</p> <p>Know about what is kind and unkind behaviour, and how this can affect others.</p> <p>Know about how to treat themselves and others with respect; how to be polite and courteous.</p>	<p>Understand the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p> <p>Know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>To recognise the ways in which they are the same and different to others.</p> <p>Know how to listen to other people and play and work cooperatively.</p> <p>Know how to talk about and share their opinions on things that matter to them.</p>
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		By the end of EYFS		By the end of KS1	
Living in the Wider World	<p>Show interest in different occupations. (Spring)</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. (Summer)</p> <p>Show more confidence in new social situations (Autumn)</p> <p>Develop their sense of responsibility and membership of a community (Spring)</p> <p>Increasingly follow rules, understanding why they are important (Spring)</p>	<p>Explore the natural world around them (Autumn)</p> <p>Understand that some places are special to members of their community (Autumn)</p> <p>Describe what they see, hear and feel whilst outside (Spring)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (Spring)</p> <p>ELG Talk about the lives of the people around them and their roles in society (Autumn)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (Spring)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly (Spring)</p>	<p>Know about what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>Know how people and other living things have different needs; about the responsibilities of caring for them.</p> <p>Know about things they can do to help look after their environment. Know about how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>Understand that everyone has different strengths.</p> <p>Know about the role of the internet in everyday life.</p> <p>Can talk about different jobs that people they know or people who work in the community do.</p> <p>Know about some of the strengths and interests someone might need to do different jobs.</p>	<p>Know how people and other living things have different needs; about the responsibilities of caring for them.</p> <p>Can talk about the different groups they belong to.</p> <p>Understand the different roles and responsibilities people have in their community.</p> <p>To recognise the ways they are the same as, and different to, other people.</p> <p>Know about the role of the internet in everyday life.</p> <p>Understand that not all information seen online is true.</p> <p>Understand what money is; forms that money comes in; that money comes from different sources.</p> <p>Know that people make different choices about how to save and spend money.</p> <p>Know about the difference between needs and wants; that sometimes</p>	



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				<p>people may not always be able to have the things they want.</p> <p>Understand that money needs to be looked after; different ways of doing this.</p> <p>Know that jobs help people to earn money to pay for things.</p>
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		By the end of Lower Key Stage 2		By the end of Upper Key Stage 2	
Health and Wellbeing	<p>Know how to make informed decisions about health.</p> <p>Understand the elements of a balanced, healthy lifestyle.</p> <p>Know about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>Know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>Understands 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.</p> <p>Understand 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.</p> <p>To recognise that feelings can change over time and range in intensity.</p>	<p>Know about the elements of a balanced, healthy lifestyle.</p> <p>Understand what good physical health means; how to recognise early signs of physical illness.</p> <p>Know 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)</p> <p>Understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>Know how to predict, assess and manage risk in different situations.</p> <p>Understand the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping,</p>	<p>Know 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.</p> <p>Know 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.</p> <p>Understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>Know 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.</p> <p>Understand 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</p>	<p>Know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>Develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new school.</p> <p>Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>Develop strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p>	

<p>Know about everyday things that affect feelings and the importance of expressing feelings.</p> <p>Know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>To recognise their individuality and personal qualities.</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>Know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>Know how to predict, assess and manage risk in different situations.</p> <p>Know 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.</p> <p>Know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p>	<p>alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p>	<p>friends can support mental health and wellbeing.</p> <p>Know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Understand that for some people gender identity does not correspond with their biological sex.</p> <p>Know how to predict, assess and manage risk in different situations.</p> <p>To recognise their individuality and personal qualities.</p> <p>Understand what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>Know 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.</p> <p>Know 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.</p> <p>Know about the processes of reproduction and birth as part of the</p>	<p>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 trusted adult.</p> <p>Understand change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>Develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>Know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>Understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p>
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			<p>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.</p>	<p>Know about where to get more information, help and advice about growing and changing, especially about puberty.</p> <p>Understand the new opportunities and responsibilities that increasing independence may bring.</p> <p>Develop strategies to manage transitions between classes and key stages.</p> <p>Know the 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.</p> <p>Understand 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.</p> <p>Can talk about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-</p>
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				<p>cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>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.</p> <p>Know about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>Know about the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>Know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p>
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By the end of Lower Key Stage 2		By the end of Upper Key Stage 2	
Relationships			
	<p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>Understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>Understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p>	<p>Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>Know 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.</p> <p>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.</p> <p>Understand the importance of seeking support if feeling lonely or excluded.</p> <p>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.</p> <p>Understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks,</p>	<p>Know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>Know how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>Develop strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on other.</p> <p>Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>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.</p> <p>Know about seeking and giving permission (consent) in different situations.</p> <p>Understand how to recognise if family relationships are making them feel</p>

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<p>Understand about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>Understand that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>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</p>	<p>harmful content and contact; how to report concerns.</p> <p>Know 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.</p> <p>Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>Know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>Develop 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.</p>	<p>unhappy or unsafe, and how to seek help or advice.</p> <p>Can recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>Know about seeking and giving permission (consent) in different situations.</p> <p>Understand 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.</p> <p>Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>Develop 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.</p> <p>Understand about discrimination: what it means and how to challenge it.</p>	<p>families, foster parents); that families of all types can give family members love, security and stability.</p> <p>Understand about seeking and giving permission (consent) in different situations.</p> <p>Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>Know that personal behaviour can affect other people; to recognise and model respectful behaviour online. Know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>
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			<p>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.</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>	
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		By the end of Lower Key Stage 2		By the end of Upper Key Stage 2	
Living in the Wilder World	To recognise reasons for rules and laws; consequences of not adhering to rules and laws.	Understand 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.	Understand 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.	Know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.	
	To recognise there are human rights, that are there to protect everyone.	Know about the different groups that make up their community; what living in a community means.	Know 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)	Understand about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.	
	Know about the relationship between rights and responsibilities.	To value the different contributions that people and groups make to the community.	Know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	Understand about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.	
	Can recognise ways in which the internet and social media can be used both positively and negatively.	Know about some of the different ways information and data is shared and used online, including for commercial purposes.	Know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	Know different ways to keep track of money.	
	Know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	Know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.	Can talk about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.	Know 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.	
	To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.	Understand the different ways to pay for things and the choices people have about this.	Understand about stereotypes in the workplace and that a person's career	Can recognise ways in which the internet and social media can be used both positively and negatively.	
	Know 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.	Understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying			
	Understand about stereotypes in the workplace and that a person's career				

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	<p>aspirations should not be limited by them.</p> <p>Can talk about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>	<p>single-use plastics, or giving to charity)</p> <p>To recognise that people, make spending decisions based on priorities, needs and wants.</p> <p>Know different ways to keep track of money.</p>	<p>aspirations should not be limited by them.</p> <p>Know 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)</p> <p>Know 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.</p> <p>To identify the kind of job that they might like to do when they are older.</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>Know about some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>Can recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>Know 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.</p> <p>To recognise that people, have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>Know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>Know 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.</p>
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				To identify the ways that money can impact on people's feelings and emotions.
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