

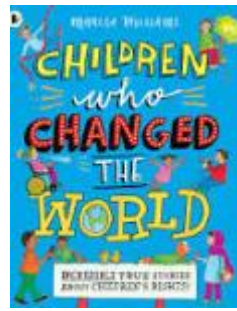
RSE

Year group: 5

Term: Spring

Money and work

Identifying job interests and aspirations; what influences career choices; workplace stereotypes



Topic overview

Never spend your money before you have earned it.

Prior knowledge

- how people make different spending decisions based on their budget, values and needs
- how to keep track of money and why it is important to know how much is being spent
- about different ways to pay for things such as cash, cards, e-payment and the reasons for using them
- that how people spend money can have positive or negative effects on others e.g. charities, single use plastics

National Curriculum Objectives

By the end of primary school:

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

By the end of this unit, I will be able to:

- to identify jobs that they might like to do in the future
- about the role ambition can play in achieving a future career
- how or why someone might choose a certain career
- about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values
- the importance of diversity and inclusion to promote people's career opportunities
- about stereotyping in the workplace, its impact and how to challenge it
- that there is a variety of routes into work e.g. college, apprenticeships, university, training



Key vocabulary

ambition, career, conditions, inclusion, diversity