

<p><b>Year 2 Spring 1</b>                  What jobs do people do?</p> <p><b>Theme :Living in the wider world</b>                  People and jobs; money; role of the internet</p>		
<p><b>PoS Core theme 1</b>  <b>Health and wellbeing</b></p>	<p><b>Core theme 2</b>  <b>Relationships</b></p>	<p><b>Core theme 3</b>  <b>Living in the wider world</b></p>
		<p><b>Media literacy and digital resilience</b>  <b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others  <b>L8.</b> about the role of the internet in everyday life</p> <p><b>Economic wellbeing: Aspirations and career</b>  <b>L15.</b> that jobs help people to earn money to pay for things  <b>L16.</b> different jobs that people they know or people who work in the community do  <b>L17.</b> about some of the strengths and interests someone might need to do different jobs</p>
<p><b>Prior Learning:</b>                  Y1 Spring 2 What can we do with money</p>		
<p><b>End points :-</b></p> <ul style="list-style-type: none"> <li>•how jobs help people earn money to pay for things they need and want</li> <li>•about a range of different jobs, including those done by people they know or people who work in their community</li> <li>•how people have different strengths and interests that enable them to do different jobs</li> <li>•how people use the internet and digital devices in their jobs and everyday life</li> </ul>		
<p><b>Key vocabulary</b>                  Strengths – definition                  Digital                  Devices</p>		

**Relationship Education – graduated age appropriate programme link**

**Physical health and mental well being : Primary**

**Internet safety and harms**

Pupils should know  
For most people the internet is an integral part of life and has many benefits

<p><b>Citizenship</b></p>	<p><b>Character Education –</b></p> <p><b>Penketh Powers</b> Resilience <b>Responsibility</b> Respectfulness Kindness:</p> <p><b>Penketh School expectations</b></p> <p>Listen, Do as asked <b>Work well with others</b> <b>Be the best you can be</b></p>	<p><b>British values</b></p> <p>Rule of Law Tolerance and respect Democracy Individual Liberty</p>	<p><b>Careers Curriculum</b> <i>Children to share jobs aspirations they have and link and extend to curriculum</i></p>
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<p><b>Spiritual</b></p> <p>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people’s faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p><b>Moral</b></p> <p>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and</p>	<p><b>Social</b></p> <p>use of a range of social skills in different contexts, for example working and socialising with other pupils, from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able</p>	<p><b>Cultural</b></p> <p>understanding and appreciate the range of cultural influences that have shaped their own heritage and that of others understanding and appreciate the range of different cultures as an essential element of their preparation for life in modern Britain ability to recognise, and value, the things we share in common</p>
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<p>use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences</p>	<p>offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	<p>to resolve conflicts effectively</p> <p>acceptance and engagement with the fundamental British values</p>	<p>across cultural, religious, ethnic and socio-economic communities</p> <p>knowledge of Britain's democratic parliamentary system and its role in shaping history and values, and continuing to develop</p> <p>willingness to participate positively to artistic, musical, sporting and cultural opportunities</p> <p>interest in exploring, improving understanding and respect for different faiths and cultural diversity and to understand, accept and respect diversity.</p>
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**Sequence of lesson to follow**

Lesson Plans and resources DfE approved

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[https://pshe-association.org.uk/\\_hcms/mem/login?hsLang=en](https://pshe-association.org.uk/_hcms/mem/login?hsLang=en)

[Build your programme \(pshe-association.org.uk\)](https://pshe-association.org.uk)

*PSHE Association power points, resources linked to topic – click on the purple links to download*

## Y2 Spring 1 What jobs do people do?

**NB: You will need to be logged in to the PSHE Association to access**

<p>Spring 1 What jobs do people do?</p>	<p><b>Living in the wider world</b> People and jobs; money; role of the internet  PoS refs: L15, L16, L17, L7, L8</p>	<ul style="list-style-type: none"><li>• how jobs help people earn money to pay for things they need and want</li><li>• about a range of different jobs, including those done by people they know or people who work in their community</li><li>• how people have different strengths and interests that enable them to do different jobs</li><li>• how people use the internet and digital devices in their jobs and everyday life</li></ul>	<p><a href="#">Environment Agency - Caring for the Environment and Careers</a></p>
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