

<b>Year 2 Spring 1</b> What jobs do people do?  <b>Theme :Living in the wider world</b> People and jobs; money; role of the internet		
<b>PoS Core theme 1</b> <b>Health and wellbeing</b>	<b>Core theme 2</b> <b>Relationships</b>	<b>Core theme 3</b> <b>Living in the wider world</b>
		<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  <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
<b>Prior Learning:</b> Y1 Spring 2 What can we do with money		
<b>End points :-</b> <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>		
<b>Key vocabulary</b> Strengths – definition Digital Devices		

**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

<b>Citizenship</b>	<b>Character Education –</b>  Beamont core values  Aspiration  Belonging  Compassion  Respect	<b>British values</b>  Rule of Law  Tolerance and respect  Democracy  Individual Liberty	<b>Careers Curriculum</b> <i>Children to share jobs aspirations they have and link and extend to curriculum</i>
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<b>Spiritual</b>  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  use of imagination and creativity in their learning  willingness to reflect on their experiences	<b>Moral</b>  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 offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on	<b>Social</b>  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 to resolve conflicts effectively  acceptance and engagement with the fundamental British	<b>Cultural</b>  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 across cultural, religious, ethnic and socio-economic communities  knowledge of Britain's democratic
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## Y2 Spring 1 What jobs do people do?

	these issues	values	<p>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 [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*

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

Spring 1 What jobs do people do?	<p><b>Living in the wider world</b></p> <p>People and jobs; money; role of the internet</p> <p>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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