

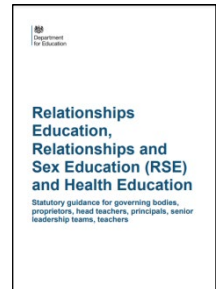
<p><b>Year 5 Autumn 2</b>                  What decisions can people make with money?</p> <p><b>Theme :Living in the wider world</b>                  Money; making decisions; spending and saving</p>		
<p><b>PoS Core theme 1</b>  <b>Health and wellbeing</b></p>	<p><b>Core theme 2</b>  <b>Relationships</b></p>	<p><b>Core theme 3</b>  <b>Living in the wider world</b></p>
	<p><b>Respecting self and other</b>  <b>R34.</b> how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>	<p><b>Economic wellbeing: money</b>  <b>L17.</b> about the different ways to pay for things and the choices people have about this  <b>L18.</b> to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’  <b>L20.</b> to recognise that people make spending decisions based on priorities, needs and wants  <b>L21.</b> different ways to keep track of money  <b>L22.</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe  <b>L24.</b> to identify the ways that money can impact on people’s feelings and emotions</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 people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>• how to recognise what makes something ‘value for money’ and what this means to them</li> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions</li> </ul>		

**Key vocabulary**

Money  
 Conscious  
 Account  
 'value for money'

**Relationship education, relationships and Sex education RSE and Health education statutory guidance**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



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

Relationship
<b>Respectful relationships</b>
Practical steps they can take in a range of different contexts to improve or support respectful relationships

Citizenship	Character Education –	British values	Careers Curriculum
	<b>Penketh Powers</b> Resilience Responsibility Respectfulness Kindness: <b>Penketh School expectations</b> Listen, Do as asked Work well with others Be the best you can be	Rule of Law Tolerance and respect Democracy Individual Liberty Protected Characteristics Equality Act	

Y5 Autumn 2 What decisions can people make with money?

<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<p>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</p> <p>knowledge of, and respect for, different people’s faiths, feelings and values</p> <p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences</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</p> <p>understanding of the consequences of their behaviour and actions</p> <p>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</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</p> <p>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</p> <p>acceptance and engagement with the fundamental British values</p>	<p>understanding and appreciate the range of cultural influences that have shaped their own heritage and that of others</p> <p>understanding and appreciate the range of different cultures as an essential element of their preparation for life in modern Britain</p> <p>ability to recognise, and value, the things we share in common 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>

## Y5 Autumn 2 What decisions can people make with money?

--	--	--	--

### Sequence of lesson to follow

Lesson Plans and resources DfE approved

Email: penketh.head@wpat.uk

Password: penketh22!

[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 resources*

Autumn 2 What decisions can people make with money?	<b>Living in the wider world</b> Money; making decisions; spending and saving  PoS refs: R34, L17, L18, L20, L21, L22, L24	<ul style="list-style-type: none"><li>• how people make decisions about spending and saving money and what influences them</li><li>• how to keep track of money so people know how much they have to spend or save</li><li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li><li>• how to recognise what makes something 'value for money' and what this means to them</li><li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li></ul>	<a href="#">Experian - Values, Money and Me (KS2)</a>
--	---	--	---