

<b>Year 5 Summer</b> What jobs would we like?  <b>Theme :Living in the wider world</b> Career, aspirations; role models; the future		
<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>Economic wellbeing:</b> <b>Aspirations and career</b> <b>L26.</b> 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 <b>L27.</b> about stereotypes in the workplace and that a person's career aspirations should not be limited by them <b>L28.</b> 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) <b>L29.</b> 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 <b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation <b>L31.</b> to identify the kind of job that they might like to do when they are older <b>L32.</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

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**Prior Learning:**

Y5 Autumn 2 What decisions can people make with money?  
Y4 Autumn 1 What strengths, skills and interests do we have?  
Y2 Spring 1 What jobs do people have?  
Y1 Spring 2 What can we do with money?

**End points :-**

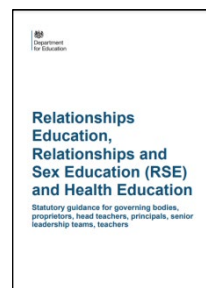
- that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
- that some jobs are paid more than others and some may be voluntary (unpaid)
- about the skills, attributes, qualifications and training needed for different jobs
- that there are different ways into jobs and careers, including college, apprenticeships and university
- how people choose a career/job and what influences their decision, including skills, interests and pay
- how to question and challenge stereotypes about the types of jobs people can do
- how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

**Key vocabulary**

Aspirations  
Careers  
Voluntary  
Skills, attributes  
Qualifications  
Apprenticeships

***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**

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

Citizenship	Character Education –	British values	Careers Curriculum
	<b>For example</b> Resilience Responsibility Respectfulness	Rule of Law Tolerance and respect Democracy Individual Liberty	

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	Kindness:	Protected Characteristics Equality Act	
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<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</p>

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			faiths and cultural diversity and to understand, accept and respect diversity.
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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 resources*

<b>Summer 2</b> What jobs would we like?	<b>Living in the wider world</b> Careers; aspirations; role models; the future  PoS refs: L26, L27, L28, L29, L30, L31, L32	<ul style="list-style-type: none"> <li>that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>about the skills, attributes, qualifications and training needed for different jobs</li> <li>that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>how to question and challenge stereotypes about the types of jobs people can do</li> <li>how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>	<a href="#">LOUD! Network - Job skills, influences and goals</a>
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