

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
Session 1	<b>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</b>	<p>Identify situations where they think &amp; feel the same as their friends</p> <p>Identify situations where they think or feel differently from their friends</p> <p>Explain how disagreeing with your friends doesn't mean you don't like them or care for them.</p> <p>Describe alternatives they could take to resolve a difference – what skills would they need?</p> <p>Explain the importance of seeing and respecting others' points of view and how we show we are doing this</p> <p>Identify essential attributes that are needed to respect other' points of view</p> <p>Explain that sometimes you may not be able to reach an agreement – it is okay to disagree.</p>	<p>Making decisions and choices</p> <p>Negotiation – thinking 'win-win'</p> <p>Planning and deciding</p>	<p>How do we feel about people who are like us?</p> <p>How do we feel about people who are different to us?</p> <p>Do other people have the same or different feelings to us?</p> <p>How does it feel when someone disagrees with us?</p>	<p>Stories where characters resolve conflict, see things from another point of view and respect other's opinions</p> <p>Use role-play, scenarios, film and TV clips</p>
Session 2	<b>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</b>	<p>Explain that people living in the UK come from different origins</p> <p>Identify the different groups that they, pupils and adults in the school, friends and family members belong to</p> <p>Identify some of the different customs, foods, dress, language of people from</p>	<p>Communication of ideas and views to others</p> <p>Using and applying data</p> <p>Affirm self and others</p>	<p>How can we tell that there are many kinds of people in our community?</p> <p>What customs do we share?</p> <p>What customs are different?</p> <p>How can we show that we value different kinds of people?</p>	<p>Stories from other cultures</p> <p>Invite parents or members of faith/ethnic groups to talk to the pupils about their traditions and customs</p>

	<b>Kingdom</b>	<p>different ethnic groups – what do they like about them?</p> <p>Describe events in school where they have celebrated the different identities and cultures in the UK, i.e. Black History Month, Diwali, Eid, Jewish New Year, Easter etc.</p>			
<b>Session 3</b>	<b><i>To think about the lives of people living in other places, and people with different values and customs</i></b>	<p>Explain what is meant by the terms customs and traditions</p> <p>Describe their own family customs</p> <p>Explain why these are important to them</p> <p>Give examples of different customs/traditions in their own local community and in the UK</p> <p>Identify a few different traditions that relate to birth, growing up and food</p> <p>Talk about what makes other people unique and different</p> <p>Explain how we show respect for the views and beliefs of others</p>	<p>Affirming self and others</p> <p>Communicating ideas and views to others</p> <p>Drawing conclusions</p>	<p>In what ways are people all the same?</p> <p>In what ways are people unique/how are we unique?</p> <p>How can we show respect for other's customs and traditions?</p>	<p>Stories from other cultures which evidence customs and traditions.</p> <p>Traditions could be looked at through the context of: entry into a faith (christenings etc.), rites of passage in to adulthood (Bar Mitzvah etc.), weddings or funerals</p> <p>Pupils can bring in evidence of their own family customs and traditions.</p>
<b>Session 4</b>	<b><i>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</i></b>	<p>Explain what money does for us and why we need it</p> <p>Describe the different uses we have for money</p> <p>Explain how people can pay for things in a range of ways (cash, credit/debit cards, cheques, electronically online)</p> <p>Describe different ways of keeping</p>	<p>Looking at evidence</p> <p>Communicating ideas and views to others</p> <p>Planning and deciding</p> <p>Drawing</p>	<p>Why might individuals or families need or choose to spend their money in different ways?</p> <p>What are the good things about budgeting?</p> <p>What influences us to buy or want things?</p>	<p>Young Enterprise, PFEG or My Money Week resources – available online.</p> <p><a href="https://mymoneysense.com/teachers/">https://mymoneysense.com/teachers/</a></p>

		<p>track of money (spending and saving, budgeting)</p> <p>Describe what influences our choices for spending and saving money (wants and needs)</p>	<p>conclusions</p>		
<b>Session 5</b>	<b><i>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</i></b>	<p>Talk about how money can be borrowed to help purchase big items (car, house)</p> <p>Explain how money that is borrowed is called a 'loan'</p> <p>Explain that borrowed money is charged 'interest' (payment for borrowing)</p> <p>Explain how interest can mean that we have to pay back a lot more than we borrow</p> <p>Explain that money that is owed is called a 'debt'</p>	<p>Formulating questions</p> <p>Using and applying data</p> <p>Looking at evidence</p> <p>Drawing conclusions</p>	<p>Other than earning, how can people get money?</p> <p>Is borrowing money risky?</p> <p>What should we consider before we borrow money?</p>	<p>This session lends itself to roleplaying scenarios about borrowing and lending.</p> <p>Advertisements for borrowing could also be looked at and critiqued.</p> <p>Young Enterprise, PFEG or My Money Week resources – available online.</p>
<b>Session 6</b>	<b><i>To learn about enterprise and the skills that make someone 'enterprising'</i></b>	<p>Identify events in school that have helped to raise money</p> <p>Describe or demonstrate some of the skills that are needed to help to raise/make money in these events (planning, working out finances, co-operating with others, managing money)</p> <p>Give other examples of being enterprising (eco council growing and selling produce, toy sales, cake sales)</p> <p>Explain why it is important to have</p>	<p>Communicating ideas and views to others</p> <p>Recalling and applying knowledge and skills</p> <p>Looking at evidence</p>	<p>What are we good at?</p> <p>How could we use our skills?</p> <p>What events are coming up in school?</p> <p>Who could help us?</p>	<p>Young Enterprise/PFEG 'My money week' resources</p> <p>Hold an whole class sale or challenge the pupils to raise money for the school or the local community</p>

		people who are 'enterprising' in our society (job creation, inventors, different ways of doing things)			
--	--	--------------------------------------------------------------------------------------------------------	--	--	--