

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
Session 1	To appreciate the range of national, regional, religious and ethnic identities in the UK	<p>Talk about the different groups that make up their school/wider community/other parts of the UK/wider global community</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</p> <p>Describe the benefits of living in a diverse society</p>	<p>Self-reflection</p> <p>Analysing and evaluating situations</p> <p>Use and apply data</p> <p>Drawing conclusions</p> <p>Looking at evidence</p>	<p>In what ways do other people’s faiths and beliefs differ to mine?</p> <p>How can we show that we value and respect other people’s faith, culture and beliefs?</p> <p>How can we get to know and respect each other better?</p>	<p>Stories from other cultures</p> <p>Local community groups</p>
Session 2	To think about the lives of people living in other places, and people with different values and customs	<p>Give examples of differences and similarities between their life and the lives of people living in other places</p> <p>Describe what the lives of people living in other places may be like</p> <p>Explain the difference between values and customs and give some examples of each in a number of different communities/societies</p>	<p>Formulating questions</p> <p>Drawing conclusions</p> <p>Recalling and applying knowledge and skills</p>	<p>How do other people’s lifestyles differ to ours?</p> <p>In what ways is growing up different for them?</p> <p>How can we get to know and respect them better?</p>	<p>Stories from other cultures which evidence customs and traditions</p> <p>Newspaper articles or reports on third and first world countries</p> <p>Make links with International Schools – Sierra Leone link</p>

<p>Session 3</p>	<p>To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p>	<p>Describe different environmental resources that people and societies need and use</p> <p>Explain how resources can be allocated</p> <p>Talk about the sustainability of resources and the shared responsibility to take care of them</p> <p>Identify topical issues which are affecting the way that resources may be allocated</p>	<p>Drawing conclusions</p> <p>Recalling and applying knowledge and skills</p> <p>Looking at evidence</p> <p>Analysing and evaluating situations</p>	<p>Who decides how resources are allocated?</p> <p>Is this always fair?</p> <p>What are our responsibilities in taking care of our environment?</p>	<p>Teaching ideas: use Fairtrade resources, environmental current affairs, local regeneration programmes</p>
<p>Session 4</p>	<p>To learn about the role money plays in their own and others' lives</p>	<p>Explain what we mean by 'personal finance'</p> <p>Identify the role finance plays in different aspects of people's lives (e.g. where they live, their job, their social life, the products they buy)</p> <p>Explain how the right qualifications can provide opportunities to do a more fulfilling and/or better-paid job</p> <p>Evaluate how people judge success in their working lives and the extent to which a person's salary is more or less important than fulfilment/job satisfaction</p> <p>NB Be sensitive to pupils who have parents/carers who may not be in</p>	<p>Looking at evidence</p> <p>Use and apply data</p> <p>Planning and deciding</p>	<p>What do we mean by 'personal finance'?</p> <p>How can gaining qualifications at school be of benefit to us in the future?</p> <p>Is earning a high salary the most important thing to think about when someone is choosing a job or career?</p>	<p>Young Enterprise, PFEG or My Money Week resources – available online. https://mymoneysense.com/teachers/</p> <p>Arrange visits to local bank/building society</p>

		employment. Reinforce the concept that although money is a help to us and others, it is not the only way that we can show people that we care about them (buying things for them).			
Session 5	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) and to increase understanding of how to manage their money and become a critical consumer	<p>Identify the differences between credit, debt, borrowing and saving</p> <p>Describe the difference between a manageable and an unmanageable debt</p> <p>Describe how people might feel if they had unmanageable debt and what they might be tempted to do.</p> <p>Explain some ways of keeping money and identity safe</p> <p>Explain how manufacturers and shops try to persuade us to spend our money</p> <p>Explain why we should be wary of claims made in advertisements</p> <p>Describe what is meant by 'value for money'</p>	<p>Looking at evidence</p> <p>Use and apply data</p> <p>Planning and deciding</p> <p>Drawing conclusion</p>	<p>How do we know if we are getting value for money on our investments or borrowing?</p> <p>Before making decisions about debt or borrowing, what questions should we be asking</p> <p>Before making decisions about debit or borrowing, what information do we need?</p> <p>Are we aware of the risks?</p> <p>How can we differentiate between things that we need and things that we want?</p> <p>How can we be critical consumers and ensure we are getting value for money?</p>	<p>Young Enterprise, PFEG or My Money Week resources – available online.</p> <p>Possible context for learning: investigate credit card, borrowing and saving rates – compare from different providers including Credit Unions (identify how these benefit the local communities), Islamic Banking etc.</p> <p>Awareness of high interest rates charged by 'pay-day' loan companies.</p>
Session 6	To learn about enterprise and the skills that	Explain what enterprise means and the skills and qualities that make	Planning and deciding	What evidence of 'enterprise' do we see in our school or local	PFEG/My Money Week resources available online

	<p>make someone 'enterprising'</p>	<p>someone 'enterprising'</p> <p>Identify some examples of enterprise in their school community (fund raising, selling of second-hand school uniform, fair-trade activities, school fetes/fairs, work of PTA/Friends of the school, School Council work, Eco Council work)</p> <p>Give reasons for why enterprise is important to school and the wider community</p> <p>Plan and carry out an enterprise activity in school</p>	<p>Analysing and evaluating situations</p> <p>Team working</p> <p>Communicating ideas and views</p>	<p>community?</p> <p>Who benefits from this enterprise?</p> <p>How can we support others to develop their enterprising skills?</p> <p>How could we show our enterprise skills through an enterprise activity in school?</p>	<p>Arrange a Business Enterprise visit via Local Authority</p> <p>Hold an whole school enterprise sale or challenge the pupils to raise money for the school or the local community</p>
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