

Mundeford Community Infants School



SUBJECT MAPPING – PSHE AND RELATIONSHIPS EDUCATION

The National Curriculum says:

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

Relationships Education Statutory Guidance states (by the end of Primary School education):

- The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.
- Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.
- From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.
- The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.
- Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.
- A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

- Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Physical Health and Mental Well-Being Education Statutory Guidance states (by the end of Primary School education):

- The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
- This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.
- Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.
- Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
- Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.
- A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

How do we bring this to life?

- The aims of the school outline children will experience an ethos, curriculum, relationships and environments that enable them to become happy and confident learners who have an age appropriate understanding of the British Values that underpin effective relationships and interactions as they continue through life.
- The whole school 'Golden Rules' are based on the British Values of respect, honesty, fairness, kindness and lawfulness. These underpin the schools behaviour management systems and staff are clear in their explanations to make links to expectations.
- We use SCARF as our scheme of work for the discrete teaching sessions of PSHE which ensures progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children. The scheme is based upon the non-statutory PSHE Associations Programmes of Study for Key Stage 1 (<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>), the statutory Physical Health and Mental Well-being Guidance (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>) and the statutory Relationships Education and Health Education Guidance (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>).
- The 'Learning to Learn' characteristics that are embedded in whole school provision enable children to understand the key attributes of being resilient, being respectful, being resourceful, being reflective and demonstrate reasoning skills. The way children demonstrate these skills across the school is progressive.
- Whole school and class assemblies are mapped to support the class based teaching of PSHE (through SCARF), the whole school Learning to Learn Characteristic, The Golden Rules and key relevant events e.g. anti-bullying week, Remembrance Day, etc.

Sequence of Learning – When and how do we facilitate this learning for children in our school?				
		Year R	Year 1	Year 2
Core Theme 1: Health and Well-Being	Healthy Lifestyles (Physical Well-being)	<p>Children will:</p> <ul style="list-style-type: none"> Have a developing awareness that we need to drink, exercise and sleep to keep healthy. Have an understanding about different food types – what foods are healthy and which are not. Engage in daily physical 'Active Time' sessions and recognise some of the physical changes that happen when we exercise. Have an understanding of and practise skills for maintaining hygiene (including 'Healthy Ted' talk from the School Nursing Team) Have a developing awareness of the importance of basic sun safety – wearing a sun hat, applying sun cream, staying in the shade, drinking water Engage in a range of different play activities 	<p>Children will:</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Recognise the importance or regular hygiene routines. Sequence personal hygiene routines in to a logical order. Identify simple bedtime routines that promote healthy sleep. Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. 	<p>Children will:</p> <ul style="list-style-type: none"> Understand and give examples of things they can choose themselves and things that others can choose for them. Explain things they like and dislike, and understand that they have choices about these things. Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. Explain the importance of good dental hygiene; Describe simple dental hygiene routines. Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.
	Mental Health	<p>Children will:</p> <ul style="list-style-type: none"> Have an understanding of the their own needs, thoughts and feelings and an awareness of the needs, thoughts and feelings of others Build good relationships with staff that enable them to feel confident to express their emotions Have an understanding of who they can talk to if they have worries Have an age appropriate understanding of growth mindset and resilience (through Learning to Learn Characters) 	<p>Children will:</p> <ul style="list-style-type: none"> Identify a range of feelings; Identify how feelings might make us behave Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise how a person's behaviour (including their own) can affect other people). Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Recognise the range of feelings that are associated with loss. 	<p>Children will:</p> <ul style="list-style-type: none"> Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour. Explain, and be able to use, strategies for dealing with impulsive behaviour Recognise and explain how a person's behaviour can affect other people. Identify special people in the school and community who can help to keep them safe; Know how to ask for help. Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.

	Ourselves, Growing and Changing	<p>Children will:</p> <ul style="list-style-type: none"> Name parts of the body, linked to their learning e.g. through action songs such as Heads, Shoulders, Knees and Toes. Understand the idea of growing from young to old. (Look at the changes from babies in themselves as part of the Celebrations project). Links to Understanding the World teaching. Experience supportive transitions in school that focus on well-being 	<p>Children will:</p> <ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. 	<p>Children will:</p> <ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person.
Core Theme 1: Health and Well-Being	Keeping Safe	<p>Children will:</p> <ul style="list-style-type: none"> Make simple choices between activities, foods, etc. Identify dangers in pictures e.g. around the home. Shows awareness of keeping safe within the indoor and outdoor classroom. Recognise when they feel well or unwell. Supported by visitors from the community, children will receive information about fire safety, street safety, online safety and how to raise the alarm in an emergency 	<p>Children will:</p> <ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say “no” to unwanted touch; Start thinking about who they trust and who they can ask for help. Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts. <p>Supported by visitors from the community, children will receive information about fire safety, street safety, online safety and how to raise the alarm in an emergency</p>	<p>Children will:</p> <ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission Give examples of different types of private information. <p>Supported by visitors from the community, children will receive information about fire safety, street safety, online safety, how to raise the alarm in an emergency and basic first aid training</p>

	Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> Medicines will be discussed at an age appropriate level emphasising the need for them to be stored safely and used appropriately. 	<ul style="list-style-type: none"> Medicines will be discussed at an age appropriate level emphasising the need for them to be stored safely and used appropriately. 	<ul style="list-style-type: none"> Medicines will be discussed at an age appropriate level emphasising the need for them to be stored safely and used appropriately. Children will have an understanding about things that people can put into their body or on their skin and how these can affect how people feel.
--	-----------------------------------	---	---	--

Core Theme 2: Relationships	Families and Close Positive	<p>Children will:</p> <ul style="list-style-type: none"> Explore who is in their family, as part of the 'Celebrations' project Explore the communities/groups to which they are part of e.g. Rainbows, Messy Church, Swimming groups, Dance lessons, Football clubs, etc Positive relationships underpins the ethos of the school with high expectations set of all children, staff and parents. 	<p>Children will:</p> <ul style="list-style-type: none"> Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. 	<p>Children will:</p> <ul style="list-style-type: none"> Identify people who are special to them; Explain some of the ways those people are special to them. Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.
	Friendships	<p>Children will:</p> <ul style="list-style-type: none"> Be supported by staff to develop social relationships with other children and will begin to understand what 'friendship' means and how it makes them feel. Staff provide learning opportunities based on real life experiences and help children to explore the feelings associated with friendship and how to ensure we are acting as positive friends. 	<p>Children will:</p> <ul style="list-style-type: none"> Identify a range of feelings; Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these. Identify simple qualities of friendship; Suggest simple strategies for making up. 	<p>Children will:</p> <ul style="list-style-type: none"> Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.
	Managing Hurtful Behaviour and Bullying	<p>Children will:</p> <ul style="list-style-type: none"> Be supported by staff in conflict resolution and will actively be encouraged to take a lead in finding ways to find resolutions. Be encouraged to demonstrate kind actions and kind words as part of the ethos in Reception, and with support from staff, will explore how unkind actions and words can make them and others feel. 	<p>Children will:</p> <ul style="list-style-type: none"> Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. 	<p>Children will:</p> <ul style="list-style-type: none"> Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. Explain the difference between bullying and isolated unkind behaviour; Recognise that that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving.

Core Theme 2: Relationships	Safe Relationships	<p>Children will:</p> <ul style="list-style-type: none"> Have an understanding of who they can talk to if they are worried or need help. 	<p>Children will:</p> <ul style="list-style-type: none"> Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts. 	<p>Children will:</p> <ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
	Respecting Self and Others	<p>Children will:</p> <ul style="list-style-type: none"> Develop their active listening skills. Explore Respect as part of 'The Golden Rules' and develop an understanding of what it means and how we can demonstrate it to ourselves and others. 	<p>Children will:</p> <ul style="list-style-type: none"> Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. 	<p>Children will:</p> <ul style="list-style-type: none"> Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships Demonstrate simple ways of giving positive feedback to others.
Core Theme 3: Living in the Wider World	Shared Responsibilities	<p>Children will:</p> <ul style="list-style-type: none"> Be introduced to the 'Golden Rules' and through modelled behaviour and positive recognition will understand how and when they are achieving these. Take responsibility for the belongings they bring in from home. Show respect for resources and learning environments they use for their learning. 	<p>Children will:</p> <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. Explain some of their school rules and how those rules help to keep everybody safe. Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. 	<p>Children will:</p> <ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. Take part in creating and agreeing classroom rules. Describe and record strategies for getting on with others in the classroom. Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.
	Communities	<p>Children will:</p> <ul style="list-style-type: none"> Be welcomed in to the school community and begin to understand this as one of the communities they are part of. 	<p>Children will:</p> <ul style="list-style-type: none"> Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. 	<p>Children will:</p> <ul style="list-style-type: none"> Explain how it feels to be part of a group Understand about the different roles and responsibilities people have in their community – Links to Creepy Christchurch project

Core Theme 3: Living in the Wider World	Media Literacy and Digital Resilience	<p>Children will:</p> <ul style="list-style-type: none"> Learn the rules and expectations for handling devices in school making links to their behaviours at home also. 	<p>Through computing and e-safety sessions children will:</p> <ul style="list-style-type: none"> Understand about how the internet and digital devices can be used safely to find things out and to communicate with others Understand about the role of the internet in everyday life Understand that not all information seen online is true 	<p>Through computing and e-safety sessions children will:</p> <ul style="list-style-type: none"> Understand about how the internet and digital devices can be used safely to find things out and to communicate with others Understand about the role of the internet in everyday life Understand that not all information seen online is true
	Economic Well-being: Money	<p>Children will:</p> <ul style="list-style-type: none"> Experience role play opportunities to explore and use money in a range of familiar contexts, e.g. shops, train station, etc Have an understanding that everything costs money and therefore we must look after our resources. <p>In SAFE Maths lessons, children will explore money and develop skills in handling money for buying and spending.</p>	<p>Children will:</p> <ul style="list-style-type: none"> Explain where people get money from; List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). <p>In SAFE Maths lessons, children will explore money and develop skills in handling money for buying and spending.</p>	<p>Children will:</p> <ul style="list-style-type: none"> Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things. Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. <p>In SAFE Maths lessons, children will explore money and develop skills in handling money for buying and spending.</p>
	Economic Well-being: Aspirations, Work and Career	<p>Children will:</p> <ul style="list-style-type: none"> Begin to be able to recognise their strengths. 	<p>Children will:</p> <ul style="list-style-type: none"> Be able to identify their strengths and the strengths of others and how these may be different of the same. Understand the roles of the adults in school e.g. teachers, cleaners, office staff, etc and what they do for us. 	<p>Children will understand:</p> <ul style="list-style-type: none"> that everyone has different strengths that jobs help people to earn money to pay for things different jobs that people they know or people who work in the community do about some of the strengths and interests someone might need to do different jobs