Drug Education progression table

EYFS	KS1	LKS2	UKS2
Knowledge	**Knowledge**	**Knowledge**	**Knowledge**
• Understand that medicines can help people feel better when they are unwell. • Know that medicines must only be taken if given by a **trusted adult** (e.g. parent, carer, doctor). • Know that not all tablets, liquids or substances are safe, even if they look like sweets.	• Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.) • Understand that household products, including medicines, can be harmful if not used properly.	• Describe the different purposes that medicines have. • Explain the importance of taking medicines correctly and using household products safely.	• Understand that there are rules and laws surrounding the use of medicines, drugs and household products. • Reflect on the risks/effects that legal drugs common to everyday life can have on health.
Managing Risk	**Managing Risk**	**Managing Risk**	**Managing Risk**
• Understand that some substances are unsafe for children and should not be touched or eaten. • Be aware that adults keep medicines and harmful substances locked away to keep children safe. • Can name trusted adults they can talk to about health or safety concerns.	• Explore that medicines come in different forms and are used in different ways. • Understand that things that people put into their body or on their skin can affect how they feel. • Talk about some simple rules for staying safe around medicines and other household substances/products. • Identify people that they can go to if they are ill, worried or to help them/others to stay healthy.	• Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm. • Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations. • Identify a circle of support and how to ask for help. • Demonstrate what to do in an emergency situation.	• Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making. • Explain why some substances are harmful for our growing bodies. • Analyse mixed messages in the media relating to a range of drugs and recognise how they might influence opinions/behaviour. • Identify a range of strategies to better manage situations involving peer influence/approval. • Research reliable sources of information/ support for children/adults affected by their own or someone else's drug use.

Exploring Emotions progression table

EYFS	KS1	LKS2	UKS2
Exploring Emotions	**Exploring Emotions**	**Exploring Emotions**	**Exploring Emotions**
• Begin to describe and label emotions. • Talk about how they and others show feelings.	• Name a range of words to describe feelings. • Understand that all feelings are ok. • Understand that feelings can affect how our bodies feel and behave.	• Use a wider vocabulary to describe how they feel. • Describe feelings that can be comfortable/uncomfortable. • Recognise that feelings can differ in intensity.	• Use a varied vocabulary when talking about feelings. • Understand that sometimes we can have conflicting feelings. • Explain that feelings can change over time and range in intensity.
Recognising Emotions	**Recognising Emotions**	**Recognising Emotions**	**Recognising Emotions**
• Recognise different facial expressions, tone of voice and behaviour.	• Explore how to recognise different feelings. • Talk about how we recognise what others might be feeling. • Understand that not everyone feels the same about the same things.	• Explore how everyday things can affect how we think, feel and behave. • Describe what supports good mental/ physical health. • Identify that not everyone feels the same about the same things.	• Understand that feelings can impact our mental and physical health. • Recognise the importance of taking care of mental health and wellbeing. • Discuss the signs that someone may be struggling with their mental health.
Managing Emotions	**Managing Emotions**	**Managing Emotions**	**Managing Emotions**
• Ask for help when emotions are difficult to manage. • Know that rules and routines help us feel safe and support emotional wellbeing.	• Talk about ways to manage big and uncomfortable feelings. • Identify who they can ask for help and can demonstrate how to ask for help.	• Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings. • Understand the importance of not bottling up how you are feeling. • Understand the importance of asking for help if feelings become too uncomfortable. • Explain how they can access help.	• Identify strategies that they could use to respond to feelings, including conflicting feelings. • Record strategies and behaviours that support mental health and wellbeing. • Explain how to seek support for themselves and others.

Being Healthy progression table

EYFS	KS1	LKS2	UKS2
Factors of a Healthy Lifestyle	**Factors of a Healthy Lifestyle**	**Factors of a Healthy Lifestyle**	**Factors of a Healthy Lifestyle**
• Understand that looking after our bodies helps us feel good and have energy to learn and play. • Know that drinking water helps keep our bodies healthy. • Explore regular physical activity to help our bodies grow strong. • Know that rest and sleep are important for helping our bodies and minds recover.	• Explore what 'being healthy' means and why it is important. • Understand that food is necessary to keep our bodies healthy. • Identify that food choices can vary for families/cultures. • Name/describe different physical activities and identify ones they enjoy. • Explain how physical activity can help us to stay healthy. • Understand that sleep and relaxation are important for growing and keeping healthy. • Talk about healthy ways to feel good, calm down or change their mood.	• Explain what a healthy lifestyle is and why it is important. • Understand what a healthy, balanced diet may include. • Understand what an informed choice is. • Identify opportunities for physical activity within their everyday lives. • Describe some consequences of being physically inactive, on the mind and body. • Identify routines that support good quality sleep. • Explore strategies and behaviours that support mental health.	• Identify things that can affect someone's physical/mental health. • Explain what constitutes a healthy diet and the risks associated with not having one. • Reflect on what may influence our choices to have a balanced lifestyle. • Identify what good physical health means and how to seek help if they are worried about their health. • Recognise habits that can have both positive/ negative effects on a healthy lifestyle. • Understand routines/strategies that support good quality sleep, the effects of lack of sleep. • Identify strategies and behaviours that support mental health.
Hygiene, Health and Prevention	**Hygiene, Health and Prevention**	**Hygiene, Health and Prevention**	**Hygiene, Health and Prevention**
• Understand that washing hands helps prevent the spread of germs. • Know that teeth need to be brushed regularly to keep them clean and strong. • Begin to learn that trusted adults help them to keep healthy and safe. • Know that if they feel unwell, they should tell a trusted adult. • Begin to learn about and be supported to manage personal hygiene independently.	• Demonstrate how to brush teeth. • Explain what good dental care is a n d understand the foods/drinks that support it. • Demonstrate simple hygiene routines that stop germs from spreading. • Begin to recognise different ways of staying healthy in the sun. • Understand what it means to take a break and how this is important for our health.	• Explain what good dental health means, including how to brush and floss. • Identify the effects of different foods/ drinks on the teeth. • Identify the everyday hygiene routines that can limit the spread of infection. • Identify the benefits/risks of sun exposure. • Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance.	• Identify the everyday routines that improve dental health. • Identify the everyday routines/habits that can limit the spread of infection. • Understand the wider importance of personal hygiene and how to maintain it. • Explain how to keep safe from sun damage and reduce the risk of skin cancer. • Identify the benefits of the internet and strategies for managing/balancing time online/offline.

Growing Up progression table

EYFS	KS1	LKS2	UKS2
Growing and Changing	**Growing and Changing**	**Growing and Changing**	**Growing and Changing**
• Become aware that people grow and change from babies into children and adults. • Notice and talk about changes in themselves and others.	• Name the main parts of the body including vulva, vagina and penis. • Recognising the difference between male and female body parts. • Understand the human life cycle and that people grow from young to old. • Describe ways that people's needs and bodies change as they grow. • Talk about some ways to keep clean. • Understand that babies grow in the mothers' body and have particular needs when they are born. • Recognise what makes them special and unique.	• Name external genitalia and some reproductive organs including penis, vulva, vagina, testicles, scrotum, nipples, womb. • Understand the processes of reproduction and birth as part of the human life cycle . • Begin to explore physical and emotional changes that happen during puberty. • Explain how daily hygiene helps to reduce the spread of infection. • Explain how adults care for a baby during and after pregnancy. • Recognise that individuality and personal qualities contribute to who we are.	• Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. • Explain the how babies are conceived, born and cared for. • Identify the physical and emotional changes that happen when approaching/during puberty. • Know some key facts about menstruation. • Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing. • Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life. • Identify and value personal strengths, skills, achievements and interests.
Privacy, Boundaries and Consent	**Privacy, Boundaries and Consent**	**Privacy, Boundaries and Consent**	**Privacy, Boundaries and Consent**
• Begin to understand that their body belongs to them and that some parts of the body are private. • Know that there are trusted adults who help keep them safe. • Become aware that some touch is safe and caring (e.g. help from a parent or carer), and some touch is not okay. • Learn that if something makes them feel worried, confused or upset, they should tell a trusted adult.	• Understand that some parts of the body are private. • Identify different types of touch and how they make people feel. • Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.	• Explain what is meant by privacy and personal boundaries. • Recognise uncomfortable/comfortable behaviour online/offline. • Know when it is right to break or keep a confidence or share a secret. Know how to ask for help.	• Understand what consent means and how to seek and give/not give permission in different situations. • Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations. • Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.

Changes progression table

EYFS	KS1	LKS2	UKS2
About Loss and Change	**About Loss and Change**	**About Loss and Change**	**About Loss and Change**
• Identify different types of loss and change including moving home, changing settings, losing a toy, or changes in family life. • Begin to explore emotions such as sadness, worry, confusion or anger and how this can be linked to loss or change.	• Identify examples of loss and change. • Begin to recognise that loss and change can affect the way we think, feel and behave. • Understand that changes can produce big feelings.	• Recognise that loss/change are a normal part of life. • Describe how change and loss, can affect feelings, thoughts and behaviours. • Recognise that feelings associated with loss/change can change over time and range in intensity.	• Explore that loss, bereavement and change are part of the human life cycle. • Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone. • Recognise that internal conflicting emotions can be normal when dealing with loss and change.
Managing Loss and Change	**Managing Loss and Change**	**Managing Loss and Change**	**Managing Loss and Change**
• Recognise that asking for help is a healthy choice. • Talk to trusted adults when changes feel difficult. • Use routines and familiar activities to help feel safe during change.	• Identify feelings associated with loss and change. • Recognise some simple ways to prepare for change/transition. • Identify different things that may help to manage big feelings. • Talk about some ways to help others when they are affected by change. • Know that it is important to talk to someone if you are worried. • Identify people who can help us if we feel worried/unhappy.	• Use a varied vocabulary when talking about feelings associated with loss and change. • Identify self-help strategies and the importance of support when preparing for change/transitions. • Describe everyday things that affect feelings and understand the importance of expressing feelings. • Develop some ways of responding to others and showing support if they are affected by loss/change. • Know why it is important to talk about our feelings and not bottle them up. • Know who to talk to if you are worried or have strong feelings.	• Describe a range of emotions and intensities associated with loss and change. • Identify problem solving strategies to manage transitions between classes and key stages. • Identify strategies to respond to feelings, including intense or conflicting feelings. • Recognise the signs when someone may be struggling and understand how to seek support. • Explore some barriers to asking for help and some ways to address them. • Know who to talk to and where to go for help.

Bullying Matters progression table

EYFS	KS1	LKS2	UKS2
About Bullying	**About Bullying**	**About Bullying**	**About Bullying**
• Begin to show an awareness for right and wrong. • Recognise the ways that being kind and respectful helps everyone feel happy and safe.	• Explore what bullying is and what it is not. • Recognise kind and unkind behaviour in themselves and others. • Identify that bodies and feelings can be hurt by words and actions. • Understand that hurtful behaviour is not acceptable.	• Describe different types of bullying including the role of a bystander. • Recognise that our behaviour can affect others. • Identify how the body may react to unhappy or uncomfortable feelings. • Explain the consequences of hurtful/ bullying behaviour and understand neither are acceptable.	• Explain what direct, indirect and cyberbullying means. • Identify when 'banter' or other behaviour becomes unkind. • Analyse ways to identify and manage uncomfortable feelings online/offline. • Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it.
Strategies and Support	**Strategies and Support**	**Strategies and Support**	**Strategies and Support**
• Know that a trusted adult can help solve problems and keep children safe. • Learning to say "stop" "no thank you" or "I don't like that" can help set boundaries.	• Explore simple strategies to resolve arguments between friends. • Understand how to report bullying and who they can talk to.	• Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline. • Recognise the importance of seeking support and identify how they might do this.	• Identify positive strategies that may help to resolve disputes in friendships. • Describe some barriers to accessing support. • Recognise the importance of seeking support if feeling lonely, excluded or unsafe.

Being Me progression table

EYFS	KS1	LKS2	UKS2
Being Unique and Special	**Being Unique and Special**	**Being Unique and Special**	**Being Unique and Special**
• Talk about and show their likes, interests, strengths and preferences. • Begin to be aware that they belong to a family and may belong to other groups.	• Recognise and share facts about themselves. • Identify their likes and dislikes and what they are good at. • Talk about some ways that they are special.	• Explore what contributes to who we are. • Identify and talk about their own strengths and interests. • Recognise what makes them unique and understand that being different is something to celebrate.	• Identify a range of factors which contribute to our identity. • Express their talents and strengths with confidence. Set goals for how they would like to develop them. • Explain ways in which they respect and value other people's differences.
Understanding Similarities and Differences	**Understanding Similarities and Differences**	**Understanding Similarities and Differences**	**Understanding Similarities and Differences**
• Start to become aware that people may look different, like or dislike similar things such as toys or food.	• Recognise how friends can have both similarities and differences. • Show some simple ways to respect and celebrate other's differences.	• Identify visible/invisible differences between people. • Explain why it is important to respect and celebrate the differences and similarities between people.	• Respect the differences and similarities between people. • Reflect on how discrimination and our own behaviour can affect others.
Being Part of a Community	**Being Part of a Community**	**Being Part of a Community**	**Being Part of a Community**
• Know people who are special to them. • Begin to know and recognise that helping, sharing and taking turns support positive relationships.	• Name some groups that they belong to. • Talk about how being part of a group makes them feel.	• Identify the different groups that make up their community. • Recognise that they belong to different communities as well as the school community. • Describe what is positive about their community and how it supports them.	• Explain some of the benefits of communities. • Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities. • Explore how shared events and experiences can create a stronger community.

Difference sand Diversity progression table

EYFS	KS1	LKS2	UKS2
Similarities and Differences	**Similarities and Differences**	**Similarities and Differences**	**Similarities and Differences**
• Show curiosity about similarities and differences between themselves and others. • Begin to notice differences in routines, traditions, and experiences, with adult support. • Engage in inclusive play, adapting ideas and roles to include others who may be different from themselves.	• Recognise ways they are the same as and different to others. • Talk about some ways that they are special. • Express their thoughts and opinions and recognise that other people's thoughts and opinions can be different.	• Discuss a range of the similarities/ differences between people. • Explore what contributes to who we are. • Listen actively to others' views and explore how they are similar or different to their own.	• Reflect on diversity and what it means; the benefits of living in a diverse community. • Recognise their individuality and identify their personal qualities. • Understand that their views and opinions come from their different backgrounds and experiences. • Model how to discuss or debate respectfully.
Respecting Others	**Respecting Others**	**Respecting Others**	**Respecting Others**
• Show care and concern for others, responding to emotions such as happiness, sadness, or distress with comfort or help. • Begin to follow simple social rules, such as turn-taking and sharing, with support from adults. • Begin to learn to cooperate and resolve minor conflicts through guided discussion and modelling.	• Talk about some ways to treat themselves and others with kindness. • Know what it means if something is fair or unfair.	• Recognise the importance of self-respect and demonstrate ways to respect others. • Recognise and challenge stereotypes. • Explain the concept of being equal.	• Explain the importance of having respect and compassion for self and others. • Recognise how stereotypes are perpetuated and have some strategies to challenge positively. • Identify different types of discrimination and recognise the impact they can have. • Understand that there are laws about discrimination so that we can live in a fair society.

Being Responsible progression table

EYFS	KS1	LKS2	UKS2
Rules and Responsibilities	**Rules and Responsibilities**	**Rules and Responsibilities**	**Rules and Responsibilities**
• Begin to understand and follow simple rules in familiar routines (e.g. tidying up, turn-taking), with consistent adult modelling and support. • Take responsibility for small tasks, such as helping to tidy resources or care for materials, developing a sense of belonging. • Start to recognise the impact of their actions on others, learning to make positive choices through guidance and discussion.	• Understand what a rule is and that we follow rules to help each other. • Understand that rules need be fair. • Give examples of rules from different situations. Identify simple responsibilities they have. • Describe some simple ways to manage waste.	• Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them. • Understand that rights come with responsibilities. • Understand different ways to make decisions including voting. • Describe what climate change is and some ways we can all help to reduce the effects.	• Explore how law protects our rights and how to respond respectfully if something is not within the law. • Recognise that human rights are there to protect everyone. • Understand the relationship between rights and responsibilities, providing examples. • Explain the importance of protecting the environment and set personal everyday actions.
Community and Care	**Community and Care**	**Community and Care**	**Community and Care**
• Show interest in familiar people and roles within their immediate community (e.g. family members, practitioners, helpers), through play. • Begin to demonstrate care and respect for others, including living things. • Enjoy participating in shared experiences.	• Recognise that people have different needs. • Describe some ways to care for people, animals and other living things.	• Explore what is meant by a community and the differences between needs and wants within a community. • Explore and identify the welfare needs of animals and humans. • Describe some ways to take care of the environment.	• Recognise how we can support others within a community. • Identify diversity within a community and explore how we can celebrate this. • Recognise the importance of having compassion towards others and explain how to show care and concern.
First Aid	**First Aid**	**First Aid**	**First Aid**
• Show awareness of basic self-care, such as wiping/washing hands, and wiping noses. • Begin to accept help from adults. • Begin to understand simple first aid actions, for example cleaning a graze or using a cold pack, through role play and adult explanation. • Use simple language to describe pain or discomfort, helping adults respond appropriately to their needs.	• Recognise what to do if there is an accident and someone gets hurt. Know to keep themselves safe first. • Demonstrate how to ask for help including calling 999.	• Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings. • Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency.	• Identify hazards that may cause injury. • Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking. • Explain how to respond in an emergency, including when and how to contact different emergency services.

Being Safe progression table

EYFS	KS1	LKS2	UKS2
Keeping Safe	**Keeping Safe**	**Keeping Safe**	**Keeping Safe**
• Begin to recognise everyday risks in familiar environments (e.g. using equipment safely, staying with an adult), supported through modelling and clear routines. • Follow simple safety rules and guidance, such as handwashing, road safety awareness, and using tools appropriately, with adult support. • Start to communicate needs and seek help, telling a trusted adult when something feels unsafe or when they need support. • Begin to engage in play with risk and challenge, checking in with a trusted adult (and start to seek help or support if needed).	• Talk about examples of rules and age restrictions that are there to keep them safe. • Identifying possible risks/hazards in the home and outside. • Explore how to keep safe and reduce risks at home and in their local environment.	• Identify situations where age restrictions apply. • Know what consent is, how to give and receive it. • How to get help from a grown-up and to keep on trying if the adult does not listen. • Identify and assess risk online/offline. (Including in the home and when playing out). • Discuss ways to reduce risks at home and in the local environment in order to stay safe.	• Explain reasons for age restrictions/ regulations. • Predict, assess and manage risks online and offline. (Including road, water and rail safety). • Explore how the pressure/excitement in the moment can affect how we manage risk.
Being Safe Online	**Being Safe Online**	**Being Safe Online**	**Being Safe Online**
• Begin to recognise that digital devices are used with adult support. • Start to become aware that there are simple rules such as staying with an adult. • Begin to understand that devices should be used for a short time. • Begin to understand the difference between what is real and what is not. • Communicate feelings or concerns about what they see or hear online. • Begin to follow guidance and boundaries around screen use, learning when to stop and transition to other activities. • Start to think about consequences, understanding that asking an adult before clicking or continuing helps keep them safe.	• Explore basic rules for keeping safe and well online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision.	• Explain basic strategies to help keep themselves safe and well online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report, screen time.	• Identify strategies for keeping safe and well online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline. • Identify the benefits and risks of AI and Chatbots .

Relationships Matter progression table

EYFS	KS1	LKS2	UKS2
Friendships	**Friendships**	**Friendships**	**Friendships**
• Show interest in others and begin to play alongside peers, gradually moving towards shared play with adult support. • Learn to take turns and share resources, using simple language or gestures to communicate needs. • Begin to resolve minor conflict with adult support. • Form positive attachments with peers and adults, demonstrating kindness, empathy, and enjoyment in friendships.	• Explain what makes a good friend/ friendship. • Talk about some ways to make friends. • Explain basic techniques for resisting pressure. • Recognise kind and unkind behaviour. • Name the special people in their lives. • Resolve conflict in simple ways e.g. choosing to share, take turns, etc. • Tell someone if they are worried about something in a relationship/family.	• Identify what makes a positive healthy or unhealthy friendship. • Identify strategies to build friendships. • Understand the difference between persuasion, influence and pressure. • Explain how kindness can support wellbeing. • Recognise there are different types of relationships. • Explain what can cause arguments with friends and describe some ways to resolve them. • Recognise the importance of asking for help if we feel worried, lonely or excluded.	• Reflect on what the qualities of a good friendship/relationship are and are not. • Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval. • Explore what a loving caring relationship means. • Understand what marriage and civil partnership means. • Understand that forced marriage is a crime. • Use strategies to positively resolve disputes and reconcile differences in friendships. • Explain when and how to seek advice through a range of options if family, friendship or relationships make them unhappy.
Families	**Families**	**Families**	**Families**
• Recognise familiar family members, show awareness of their own family structure. • Begin to talk about familiar family members. • Begin to understand that families are all different. • Show a sense of belonging and security, drawing comfort from family routines and sharing experiences through talk, play, or representation.	• Talk about some ways that their family is the same or different to others. • Describe some things they enjoy doing with their family and how it makes them feel.	• Recognise that there are different types of family structures. • Explain what it means to be part of a family.	• Explore and respect that there are different family structures in society. • Reflect on how being part of a family provides stability and love.

Money Matters progression table

EYFS	KS1	LKS2	UKS2
Economic Wellbeing	**Economic Wellbeing**	**Economic Wellbeing**	**Economic Wellbeing**
• Begin to understand that money is used to buy things, exploring this through role play such as shops or cafés. • Show awareness of choice and value, learning that we may not be able to have everything we want and that adults help make decisions. • Take part in simple routines involving money, such as exchanging coins or tokens during play, developing early numeracy and responsibility.	• Understand what money is and its different forms. • Describe some ways money can be looked after. • Recognise that people make different choices about how to spend/save money. • Talk about some things we all need and some things we want but don't need.	• Explain some different ways to pay for things. • Explain some different ways to keep track of money. • Identify that people have different attitudes towards saving/spending. • Recognise that people make spending decisions based on needs, wants and priorities. • Identify the ways that money can impact on people's feelings. • Recognise that people's spending decisions can affect others and the environment.	• Understand what a bank account is and how this is linked to payment. • Understand the risks associated with money and ways of keeping money safe. • Identify the risks involved in gambling activities. • Explain some ways to get help if they are concerned about gambling or other financial risks. • Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving. • Identify the impact that having or not having money can have on a person's wellbeing. • Explain some ways that money is/can be distributed to benefit the community.
Work, Aspirations and Careers	**Work, Aspirations and Careers**	**Work, Aspirations and Careers**	**Work, Aspirations and Careers**
• Explore different jobs and roles through imaginative play, stories, and visits from familiar community members. • Begin to understand that adults work in different ways. • Express interests and preferences, talking about what they enjoy doing and who they might like to be in role play, supporting early aspirations.	• Know that everyone has different strengths and talents, in and out of school. • Name some different jobs that people do.	• Recognise positive things about themselves and their achievements. • Identify some of the skills that may help them in their future careers.	• Identify how skills can help them with their future career. • Identify jobs that they might like to do in the future. • Discuss their views on how or why someone may or may not choose a certain career. • Recognise a variety of routes into careers. • Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.