

Changemakers	Personal Development
Beyond Mowmacre	Beyond Mowmacre
Personal Development	Community

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Self-Regulation</p> <ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. <p>Zones of regulation</p>		<p>Managing Self</p> <ul style="list-style-type: none"> -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try and behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 		<p>Building Relationships</p> <ul style="list-style-type: none"> -Work and play cooperatively and take turns with others. -Form positive attachments and friendships. -Show sensitivities to others' needs. 	
Year 1	<p>Zones of regulation</p> <p>Understanding different emotions Using a range of strategies to regulate emotions</p>	<p>How do we decide how to behave?</p> <p>Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt</p>	<p>How do we keep safe?</p> <p>Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help</p>	<p>What can we do with money?</p> <p>Where money comes from; spending; saving; keeping money safe</p>	<p>What makes us special?</p> <p>Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities</p>	
		<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do</p>	<p>this; to recognise what helps people to feel better R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>	<p>L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this</p>	<p>H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group</p>	

		<p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>			
Year 2	<p>Zones of regulation</p> <p>Understanding different emotions</p> <p>Using a range of strategies to regulate emotions</p>	<p>How can we help? Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment</p>	<p>How can we be healthy?</p> <p>Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices</p>	<p>What is the same and different about us? Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups</p>	<p>What is bullying?</p> <p>Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens</p>	<p>How can we keep safe in different places?</p> <p>Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency</p>
		<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p>	<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping</p>	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach,</p>

			<p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>		<p>shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>
Year 3	<p>Zones of regulation</p> <p>Understanding different emotions</p> <p>Using a range of strategies to regulate emotions</p>	<p>What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe</p>	<p>What are we responsible for?</p> <p>Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others</p>	<p>What can we do about bullying?</p> <p>Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe</p>	<p>How can we eat well?</p> <p>What makes a balanced lifestyle; balanced diet; making choices; what influences choices</p>	<p>What jobs would we like?</p> <p>What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets</p>
		<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p>	<p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. 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</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p>

				<p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p>	<p>eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	
Year 4	<p>Zones of regulation</p> <p>Understanding different emotions</p> <p>Using a range of strategies to regulate emotions</p>	<p>What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes</p>	<p>What choices help health?</p> <p>What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe</p>	<p>What makes us enterprising?</p> <p>Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society</p>	<p>How can we keep safe in our local area?</p> <p>Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe</p>	
		<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online)</p>	<p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p>	

		<p>and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>spending money; what influences people's decisions; what makes something 'good value for money'</p>	<p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	
Year 5	<p><u>Zones of regulation</u></p> <p>Understanding different emotions</p> <p>Using a range of strategies to regulate emotions</p>	<p><u>What makes a community?</u></p> <p>What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world</p>	<p><u>How can we be safe online and using social media?</u></p> <p>Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;</p>	<p><u>How can we manage our money?</u></p> <p>About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality</p>	<p><u>What does discrimination mean?</u></p> <p>Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities</p>	<p><u>How do we grow and change?</u></p> <p>Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is</p>

						responsible for their health and wellbeing; to ask for advice
		<p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>
Year 6	<p>Zones of regulation</p> <p>Understanding different emotions</p> <p>Using a range of strategies to regulate emotions</p>	<p>What are human rights?</p> <p>Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence</p>	<p>How can we manage risk?</p> <p>Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social</p>	<p>How can money affect us?</p> <p>Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and</p>	<p>How can we stay healthy?</p> <p>What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing</p>	<p>What makes a healthy and happy relationship?</p> <p>Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage,</p>

			<p>behaviours affect wellbeing; how to handle anti-social or aggressive behaviours</p>	<p>the environment; research and debate health and wellbeing issues</p>		<p>civil partnership); human reproduction</p>
		<p>L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings;</p>

			<p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>			<p>ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing</p>
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Aspirations week

L28. 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)

L29. 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

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

L31. to identify the kind of job that they might like to do when they are older

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)