

Personal, Social, Health and Economic Education

PSHE Long Term Plan

Class teachers deliver these units throughout the year, making relevant topic links where possible.
For more information relating to content, progression, skills and vocabulary, see below.

	Health and Well-Being	Relationships	Living in the Wider World	Additional Units
Reception	Self-Regulation Building Relationships Managing Self			NB: Units are taught through the year and interwoven within the EYFS curriculum.
Year 1	Healthy Eating Hygiene Keeping Safe	Communication Bullying	Rules and Responsibilities	
Year 2	Changing and growing Emotions	Fairness Family and Friends	Communities Money and Finance	Extremism and Radicalisation
Year 3	Healthy Lifestyles Nutrition and Food Safety First Aid	Communication Similarities and Differences	Rules and Responsibilities Discrimination	
Year 4	Physical, Emotional and Mental Aspirations Emotions Growing and Changing	Collaboration Bullying Healthy Relationships	Diversity Economic Awareness	
Year 5	Health Aspirations Emotions	Communication Similarities and Differences	Rights and Responsibilities	Extremism and Radicalisation
Year 6	Nutrition and Food Safety (including substance related abuse – additional unit)	Collaboration Healthy Relationships (including Peer on Peer Abuse)	Diversity Economic Awareness	Relationships and Sex Education

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PSHE Progression – Knowledge, Skills and Vocabulary

EYFS – Update 2021

This document has been updated in line with changes to EYFS Curriculum (2021). EYFS knowledge, skills and vocabulary are as follows, including the most relevant statements taken from the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE as well as assessment points taken from the Early Learning Goals in the EYFS statutory framework. The statements are taken from:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

EYFS	Knowledge – see updated areas for more detail	Skills	Vocabulary
Reception	<p>Communication and Language Talk and problem solving</p> <p>Personal, Social and Emotional Development Self and others</p> <p>Physical Development Health and well-being including hygiene</p> <p>Understanding the World Family, community, beliefs and differences</p>	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. • Develop social phrases. • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Words similar to the following at an age-appropriate level including but not exclusive to:</p> <p>how, why, problem, solution, individual, valuable, relationships, feelings, self, others, resilience, challenge, persevere, needs, health, well-being, activity, healthy, routine, hygiene, family, community, familiar, beliefs, differences, special...</p>

Key Stage One and Key Stage Two – Health and Wellbeing

Health and Well-being	Knowledge	Skills	Vocabulary
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<p>Year One</p> <p>Healthy Eating Hygiene Keeping Safe</p>	<p><i>All pupils should be taught at an age appropriate level through the cycle of PSHE lessons:</i></p> <p>1. what is meant by a healthy lifestyle</p> <p>2. how to maintain physical, mental and emotional health and wellbeing</p> <p>3. how to manage risks to physical and emotional health and wellbeing</p> <p>4. ways of keeping physically and emotionally safe</p> <p>5. about managing change, including puberty (UKS2), transition and loss</p>	<p>Healthy Eating – pupils can:</p> <ul style="list-style-type: none"> • Discuss where fruit and vegetables grow • Make simple choices that improve health and well-being • Recognise healthy foods and the need for a balanced diet • Understand the importance of physical activity and recognize the benefits • Understand how muscles work <p>Hygiene – pupils can:</p> <ul style="list-style-type: none"> • Discuss ways they can take care of their teeth • Manage basic personal hygiene – bathing, showering and dental hygiene, understanding the importance of this • Understand how to eliminate germs and the spread of infection and diseases <p>Keeping Safe – pupils can:</p> <ul style="list-style-type: none"> • Discuss ways to keep safe in different situations, including sun, road, internet and medicine • Recognise and manage risks in everyday activities • Demonstrate road safety skills and show an awareness of the Green Cross Code • Recognise who is there to care for and look after them • Seek help from an appropriate adult when necessary 	<p><i>To be used by teaching staff and pupils:</i></p> <p>grow, food, balanced diet, healthy choice</p> <p>muscles, germs, spread, infection, hygiene</p> <p>safe, risk, care</p>
<p>Year Two</p> <p>Changing and Growing Emotions</p>	<p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p>	<p>Changing and Growing – pupils can:</p> <ul style="list-style-type: none"> • Talk about the process of growing from young to old • Identify and respect similarities and differences between people of the same and different genders • Name body parts <p>Emotions – pupils can:</p> <ul style="list-style-type: none"> • Understand physical and emotional changes as they grow and develop • Talk about feelings/emotions and manage these in a positive way • Understand the effects of their behavior on others and the influence they may have • Take responsibility for their actions and understand that their actions have consequences 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>gender, body parts, physical, emotional, develop, emotions</p> <p>actions, choices, consequences</p>
<p>Year Three</p> <p>Healthy Lifestyles Nutrition and Food Safety First Aid</p>		<p>Healthy Lifestyles – pupils can:</p> <ul style="list-style-type: none"> • Define the word 'healthy' and be aware of recommended guidelines for physical activity • To recognise the need to take responsibility for actions • Make links between physical activity and nutrition in achieving a physically and mentally healthy lifestyle • Know the importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn <p>Nutrition and Food – pupils food:</p> <ul style="list-style-type: none"> • Understand the function of different food groups for a balanced diet • Know where different foods come from, recognise a range of jobs and cook a variety of meals <p>Safety – pupils can:</p> <ul style="list-style-type: none"> • Reflect on the range of skills needed in different jobs and identify jobs of people they know • Use strategies to stay safe when using ICT and the internet, including keeping data secure and using software features and settings • Know that for most people the internet is an integral part of life and has many benefits • Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • Understand the need to take responsibility for their own actions and behave safely/ responsibly in different situations and understand age restrictions for social media / gaming etc. • Know where and how to report concerns and get support with issues online <p>First Aid – pupils can:</p>	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>healthy, physical, food groups, diet, nutrition, mental</p> <p>responsibility, emergency, community</p>

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		<ul style="list-style-type: none"> • Be responsible for the safety of themselves and others and understand how to seek help in an emergency – making an emergency call • Recognize the importance of local organizations in the local community • Behave safely and responsibly in different situations and know how and when to make an emergency call 	
<p>Year Four</p> <p>Physical, Emotional and Mental Health Aspirations</p> <p>Emotions</p> <p>Growing and Changing</p>		<p>Physical, Emotional and Mental Health Aspirations – pupils can:</p> <ul style="list-style-type: none"> • Talk about the difference between physical, emotional and mental • To become more self-aware • Set realistic targets, self-assess and understand how these will help their future actions • Identify and talk about their own strengths and weaknesses and how to improve as well as understanding that everyone has different strengths and weaknesses • Reflect on the range of skills needed in different jobs <p>Emotions – pupils can:</p> <ul style="list-style-type: none"> • Listen to, reflect on and respect other people's views and feelings • Develop strategies for managing and controlling strong feelings and emotions <p>Growing and Changing – pupils can:</p> <ul style="list-style-type: none"> • Understand that family units can be different and can sometimes change • Show awareness of changes that take place as they grow and understand the rate at which we grow differs from person to person 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>physical, emotional, mental</p> <p>strengths, weaknesses, differences</p> <p>family unit, rate of change/growth</p>
<p>Year Five</p> <p>Health</p> <p>Aspirations</p> <p>Emotions</p>		<p>Health – pupils can:</p> <ul style="list-style-type: none"> • Show awareness of the basic synergy between physical, emotional and mental health • Recognise and understand changes that occur during puberty • Understand the importance of making change in adopting a more healthy lifestyle <p>Aspirations – pupils can:</p> <ul style="list-style-type: none"> • Identify and talk about their own and others' strengths and weaknesses and how to improve • Self-assess, understanding how this will help their future actions • Reflect on past achievements and recognize achievements of others as being worthwhile and important • Set personal goals • Identify the skills they need to develop to make their contribution in the working world in the future • Make connections between their learning, the world of work and their future economic wellbeing <p>Emotions – pupils can:</p> <ul style="list-style-type: none"> • Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures • Manage changing emotions and recognise how they can impact on relationships • Understand the cyclic nature of life and how death is an inevitable part of this cycle • Understand the need for empathy when peers are experiencing conflict at home 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>synergy, puberty, healthy lifestyle, reflect, assess, achieve, contribution, economic wellbeing, pressure, empathy</p>
<p>Year Six</p> <p>Nutrition and Food</p> <p>Safety (including Substance Related Abuse – Additional Unit)</p>		<p>Nutrition and Food – pupils can:</p> <ul style="list-style-type: none"> • Develop an awareness of their own dietary needs • Identify the different food groups and their related importance as a part of a balanced diet • Work independently and in groups, taking on different roles and collaborating towards common goals • Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy • Prepare and cook with a variety of ingredients, using a range of cooking techniques <p>Safety – pupils can:</p> <ul style="list-style-type: none"> • Understand why it is important to focus on keeping healthy and take action by making healthy, responsible choices • Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>dietary needs, collaboration, ingredients, cooking techniques, responsible choices,</p> <p>substance(s), risks, impact, misuse,</p>

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		<ul style="list-style-type: none">• Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs (knowing the names of common drugs)• Understand the link between choice and consequence• Understand how advertising influences our choices	medicines, alcohol, tobacco, drugs, responsible, choice, consequence, impact, advertising
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Key Stage One and Key Stage Two – Relationships

Relationships	Knowledge	Skills	Vocabulary
Year One Communication Bullying	All pupils should be taught at an age appropriate level through the cycle of PSHE lessons: 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships	Communication – pupils can: <ul style="list-style-type: none"> • Share their opinions and explain their views • Listen to other people and play and work cooperatively • Reflect on similarities and differences between people Bullying – pupils can: <ul style="list-style-type: none"> • Understand what is and what is not bullying behaviour • Recognise the difference between good and bad choices • Recognise how attitude and behavior may affect / influence other people both positively and negatively • Show awareness of different types of teasing and bullying, knowing that it is wrong and how to get help 	To be used by teaching staff and pupils: opinion, view, play, work, co-operate, bullying, choices
Year Two Fairness Family and Friends	3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.	Fairness – pupils can: <ul style="list-style-type: none"> • Take part in whole class discussions • Recognise and understand right and wrong, what is fair and unfair and explain why • Discuss strategies to cope with unfair teasing • Recognise unkind behaviour and understand how to care for each other • Develop positive relationships with peers Family and Friends – pupils can: <ul style="list-style-type: none"> • Identify different relationships they have and why they are important • Understand the importance of sharing • Understand the importance of family • Identify special people and what makes them special 	To be used by teaching staff and pupils and in addition to that above as relevant: right, wrong, fair and unfair, cope, care, positive relationships, peers, sharing, family, special
Year Three Communication Similarities and Differences		Communication – pupils can: <ul style="list-style-type: none"> • Recognise that there are many ways to communicate • Understand why it is important to communicate clearly • Talk about their views on issues that affect themselves and their class Similarities and differences – pupils can: <ul style="list-style-type: none"> • Recognize and respect similarities and differences between people and understand how we are all connected by our similarities • Empathise with another viewpoint • Understand and appreciate the range of different cultures and religions represented within school and learn about the need for tolerance for those of different faiths and beliefs • Understand the term 'diversity' and appreciate diversity within school • Recognise and challenge stereotyping and discrimination 	To be used by teaching staff and pupils and in addition to that above as relevant: communicate, issues, affect, viewpoint, empathy, culture, religion, tolerance, faith, belief, diversity, stereotype, discrimination
Year Four Collaboration Bullying Healthy Relationships		Collaboration – pupils can: <ul style="list-style-type: none"> • Work co-operatively, showing fairness and consideration to others • Take the lead, prioritise actions and work independently and collaboratively towards goals • Identify ways to improve the environment • Identify problems and find ways to deal with them Bullying – pupils can: <ul style="list-style-type: none"> • Recognise the difference between isolated hostile incidents and bullying • Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying • Understand what self-esteem is and why it is important • Understand the terms 'resilience' and 'persistence' and why these character traits are important • Recognise right and wrong, what is fair and unfair and explain why • Understand the nature and consequences of negative behaviours such as bullying, aggressiveness Healthy relationships – pupils can:	To be used by teaching staff and pupils and in addition to that above as relevant: fairness, consideration, environment, problem, isolated incident, bullying, self-esteem, resilience, persistence

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		<ul style="list-style-type: none"> • Understand the importance of self-esteem • Understand the terms 'resilience' and 'persistence' and why these character traits are important • Face new challenges positively and know when to seek help • Understand the features of a good friend and the importance of being positive in relationships with others 	
Year Five	Communication Similarities and Differences	<p>Communication – pupils can:</p> <ul style="list-style-type: none"> • Recognise the need for confidentiality in certain situations • Understand the role of the listener in any relationship • Understand the need to both listen and speak when communicating with others <p>Similarities and differences – pupils can:</p> <ul style="list-style-type: none"> • Discuss racial discrimination and its impact on societies, past and present • Challenge stereotyping and discrimination • Show awareness of gender discrimination and its impact • Understand the importance of family in different cultures 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>confidentiality, listener, race, society, gender, culture</p>
Year Six		<p>Collaboration – pupils can:</p> <ul style="list-style-type: none"> • Understand that there are many situations in which collaboration is necessary, particularly in group situations • Develop team work skills • Recognise that there are many roles within a community <p>Healthy relationships – pupils can:</p> <ul style="list-style-type: none"> • Understand the importance of touch in a range of contexts, knowing the difference between appropriate and inappropriate touches • Show awareness of changing relationships as a result of growing up • To know that bullying and cyber-bullying has a negative and lasting effect • To know that the same principles apply to online relationships as face-to-face, including the importance of respect for others online, including when we are anonymous • To know how to consider online friendships and sources of information including the risks associated with people that they have never met • To know that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>community</p> <p>touch, appropriate and inappropriate, growing up</p>

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Key Stage One and Key Stage Two – Living in the Wider World

Living in the Wider World	Knowledge	Skills	Vocabulary
Year One Rules and Responsibilities	All pupils should be taught at an age appropriate level through the cycle of PSHE lessons: 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens	Rules and Responsibilities – pupils can: <ul style="list-style-type: none"> • Understand the reason why we have rules as expectations • Take turns and share • Understand the concept of 'borrowing' • Show responsibility to others • Understand that people and other living things have needs and that they have responsibilities to meet them • Consider ways of looking after the school or community and how to care for the local environment 	To be used by teaching staff and pupils: rules, borrow, share, school, community, environment, expectations, responsibilities,
Year Two Communities Money and Finance	3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community	Communities – pupils can: <ul style="list-style-type: none"> • Understand their role within the class and local community • Understand the importance of shared responsibility within all communities Money and finance – pupils can: <ul style="list-style-type: none"> • Recognise notes and coins and know where money comes from • Identify the role of money in our society • Recognise the choices people make to spend money on things they want • Understand why it is important to keep money safe, manage money carefully and make choices wisely • Begin to understand the understanding of enterprise 	To be used by teaching staff and pupils and in addition to that above as relevant: role, local community, responsibility, notes, coins, money, society, (begin to understand enterprise)
Year Two – Additional Unit Radicalisation and Extremism	5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people's lives	<ul style="list-style-type: none"> • Understand the meaning and differences between 'fact' and 'opinion' • Learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted • Recognise and know how to deal with situations involving peer pressure • Recognise, identify and respect similarities and differences between people • Recognise and know how to deal with situations involving confrontation • Understand the meanings of 'same' and 'different' • Recognise ways in which they are connected to each other • Understand that difference is a positive feature 	To be used by teaching staff and pupils and in addition to that above as relevant: fact, opinion, acceptance, peer pressure, same, different, confrontation, respect, connected, positive
Year Three Rules and Responsibilities Discrimination	8. a basic understanding of enterprise.	Rules and Responsibilities – pupils can: <ul style="list-style-type: none"> • Recognise that rules may need to be changed • Understand the importance of planning ahead and thinking of potential consequences • Recognise the importance of behaving responsibly and understanding actions have consequences • Communicate their opinions in groups and show consideration for other people's views Discrimination – pupils can: <ul style="list-style-type: none"> • Define the words 'discrimination' and 'stereotype' • Challenge stereotypes relating to gender and work 	To be used by teaching staff and pupils and in addition to that above as relevant: rules, responsibly, consequences, consideration, discrimination, stereotype, gender
Year Four Diversity Economic Awareness		Diversity – pupils can: <ul style="list-style-type: none"> • Reflect on their own spending habits/choices Economic Awareness – pupils can: <ul style="list-style-type: none"> • Understand why financial management and planning is important from a young age • Reflect on their own spending 	To be used by teaching staff and pupils and in addition to that above as relevant: spending, habits/choices, financial management, planning

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<p>Year Five</p> <p>Rights and Responsibilities</p>		<p>Rights and Responsibilities – pupils can:</p> <ul style="list-style-type: none"> • Understand why structure is needed in different situations • Understand the term 'anarchy' and understand the implications of living in an anarchic society • Define the following:- democracy, sovereignty, dictatorship, government, monarchy • Learn about organisations such as the United Nations • Understand the importance and significance of equal rights 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>anarchy, society, democracy, sovereignty, dictatorship, government, monarchy, United Nations, equal rights</p>
<p>Year Five – Additional Unit</p> <p>Radicalisation and Extremism</p>		<p>Radicalisation and Extremism – pupils can:</p> <ul style="list-style-type: none"> • Understand the meaning and importance of resilience and courage • Recognise and know how to deal with situations involving peer pressure • Recognise extremism and radicalisation • Identify some of the stereotypes relevant to radicalisation • Identify why and how people are recruited into extremist activity • Understand how extremism can lead to harm • Recognise individuality and celebrate differences • Identify and challenge stereotypes, including LGBT and other minority groups • Identify why and how people are recruited into radicalised activity • Identify the risks faced in relation to extremist activity 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>resilience, courage, peer pressure, radicalisation, extremism, stereotype, recruit, harm, LGBT and minority groups</p>
<p>Year Six</p> <p>Diversity</p> <p>Economic Awareness</p>		<p>Diversity – pupils can:</p> <ul style="list-style-type: none"> • Understand the benefits of living in a diverse communicate and celebrate diversity • To talk with a wide range of adults <p>Economic Awareness – pupils can:</p> <ul style="list-style-type: none"> • Learn about budgeting and what it means to budget • Understand financial terms such as loan, interest, tax and discount • Make connections between their learning, the world of work and their future economic wellbeing • Show initiative and take responsibility for activities that develop enterprise capability • To know and understand the principles of enterprise • To know and understand the principles of charity work 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>benefits, diverse, loan, interest, tax, discount, economic wellbeing, enterprise, budget and budgeting</p>
<p>Year Six – Additional Unit</p> <p>Relationships and Sex Education</p>		<p>Sex and Relationships – pupils can:</p> <ul style="list-style-type: none"> • Know how and understand why close relationships are formed, especially during adolescence • Understand why friendship is important in the establishment of close relationships • Know about and understand the physical, mental and emotional changes that take place during puberty • Learn about sex (and bust some myths!) • Know the features of a healthy relationship • Understand what an unhealthy relationship is and know how to deal with relationship issues • Know about gender identities and have an awareness of transgender issues • Understand the difference between being transgender and transvestite 	<p><i>To be used by teaching staff and pupils and in addition to that above as relevant:</i></p> <p>relationships, adolescence, friendship, puberty, changes, sex, gender identities, transgender, transvestite</p>

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Entering Key Stage Three / Progression in to Year Seven

PSHE is a non-statutory subject. This means that although all schools should teach it, the Department for Education (DfE) doesn't publish a curriculum, acknowledging that teachers are best placed to understand what their students need to know. From 2020, sex and relationships education has been compulsory in all secondary schools in England. Although there's no fixed PSHE curriculum, the DfE provides funding to the PSHE Association to work with schools on developing their own PSHE programmes. The Association also publishes a PSHE programme of study, which many schools follow in whole or part. Key Stage Three PSHE covers three main areas as Key Stage One/Two: health and wellbeing, relationships, and living in the wider world. An idea of coverage is suggested below:

Health and Well-being	Relationships	Living in the wider world
<ul style="list-style-type: none"> • How to manage the transition from primary to secondary school • How to maintain physical, mental and emotional health and wellbeing • Making informed choices about health and wellbeing, including diet, physical activity, mental health, sexual health, and drugs, alcohol and tobacco • Parenthood and the consequences of teenage pregnancy • How to assess and manage risks to health, and to keep themselves and others safe • How to identify and access help, advice and support • Responding in an emergency, including first aid • The role and influence of media on lifestyle 	<ul style="list-style-type: none"> • Developing and maintaining a variety of healthy relationships within a range of social/cultural contexts, and to develop parenting skills • Recognising and managing emotions within a range of relationships • Dealing with risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters • The concept of consent in a variety of contexts (including in sexual relationships) • Managing loss including bereavement, separation and divorce • Respecting equality and being a productive member of a diverse community • How to identify and access appropriate advice and support 	<ul style="list-style-type: none"> • Rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy • How to make informed choices and be enterprising and ambitious • How to develop employability, team working and leadership skills and develop flexibility and resilience • The economic and business environment • How personal financial choices can affect oneself and others and about rights and responsibilities as consumers