



## Hanslope Primary School

### PSHE Knowledge Organiser – Year 1

#### Summer 1: Economic Wellbeing

#### How does this link to my previous learning?

This is the first time children would have been introduced to 'Economic Wellbeing.' There are no EYFS strands related to this topic.

#### National Curriculum Links:

This strand of PSHE isn't a statutory subject in primary schools. This means that there is no set programme of study from the NC, or learning objectives that pupils have to fulfil. This aspect aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

#### How does this link to my future learning?

In Year 2, children are learning to:

- Identify whether something is a want or need.
- Know some basic needs for survival, such as food, water and shelter.
- Know that saving money is when we keep some money and don't spend it straight away.

#### What key vocabulary will I learn:

- Bank – where money is kept safe
- Cash – slang term for money
- Earn – the ability to achieve money for completing jobs
- Job – something that is done to earn money
- Money – something that is earned
- Notes – a form of money
- Pocket Money – something that children may get before they are able to earn money through a job
- Safe – a place, usually a box, that is used to store money
- Save – something which you do in order to be able to earn enough for something specific
- Spend – the process of exchanging money for goods
- Value – how much something is worth

#### What will I know by the end of this unit:

- To know that people use money to buy things, including things they need and things they want.
- To know that coins and notes are types of money and have different values.
- To know that notes are higher in value than coins.



## Hanslope Primary School

### PSHE Knowledge Organiser – Year 2

#### Summer 1: Economic Wellbeing

#### How does this link to my previous learning?

In Year 1, children focused on:

- Exploring how money is used by people.
- Exploring choices people make about money

#### What key vocabulary will I learn:

- Bank Account – the place in which money is electronically stored
- Debit Card – a card that is used to pay, connected to your bank
- Electronic – the method in which most monetary transfers now occur
- Survive – recognising that money is an integral part of 'survival' as an adult. It is needed in order to ensure wellbeing.
- Transaction – the process of exchanging money for goods
- Wages – something that you are paid consistently if a job is completed
- Want – importance between want and need. Consider that you may 'want' more money, but sometimes you only 'need' a certain amount
- Withdraw – the process of taking money out of your account

#### National Curriculum Links:

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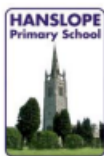
#### How does this link to my future learning?

In Year 3, children are learning to:

- Contemplate budgeting benefits.
- Plan and calculate within a budget.
- Reflect on future job based on goals.

#### What will I know by the end of this unit:

- To know some basic needs for survival, such as food, water and shelter.
- To know that saving money is when we keep some money and don't spend it straight away.



## Hanslope Primary School

### PSHE Knowledge Organiser – Year 3

#### Summer 1: Economic Wellbeing

#### How does this link to my previous learning?

In Year 2, children focused on:

- Identifying whether something is a want or need.
- Comparing and contrasting 'wants' and 'needs'.

#### What key vocabulary will I learn:

- Account – the place in which money is kept, linked with your bank
- Assumption – something which is an expectation
- Budget – you may need to work within this in order to save for something specific
- Career – linked to a job, but something which is considered more permanent
- Continuum – linked with maintaining and remaining financially stable
- Digital Trade – consider the use of online money eg. Bitcoin
- Fair Trade – this is covered in more detail in Y6, but introduce the concept of a system setting the standard for fair conditions and pay
- Profession – a paid occupation that requires formal training
- Stereotype – consider and break down stereotypes within jobs, eg. a male builder, a female nurse etc.

#### National Curriculum Links:

This strand of PSHE isn't a statutory subject in primary schools. This means that there is no set programme of study from the NC, or learning objectives that pupils have to fulfil. This aspect aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

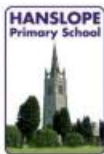
#### How does this link to my future learning?

In Year 4, children are learning to:

- Recognise value for money.
- Understand differing opinions on spending.
- Explore how to safeguard money effectively

#### What will I know by the end of this unit:

- To know that spending should be based on necessity, importance, and available budget.
- To know that budgeting is planning how to spend and save the money that you have available.
- To know that different jobs contribute to our society in different ways.



## Hanslope Primary School

### PSHE Knowledge Organiser – Year 4

#### Summer 1: Economic Wellbeing

##### How does this link to my previous learning?

In Year 3, children focused on:

- Contemplating budgeting benefits.
- Planning and calculating within a budget.
- Reflecting on future job based on goals.

##### National Curriculum Links:

This strand of PSHE isn't a statutory subject in primary schools. This means that there is no set programme of study from the NC, or learning objectives that pupils have to fulfil. This aspect aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

##### How does this link to my future learning?

In Year 5, children are learning to:

- Discuss money risks and management.
- Implement money safeguarding strategies.

##### What key vocabulary will I learn:

- Bank Account – the place in which your money is stored and tracked. Explain that this tends to be online.
- Bank Statement – a document (physical or online) which tracks your deposits and withdrawals.
- Career – recap of last year – considering this in a similar way to a 'job' but with more permanence
- Career Satisfaction – the importance of loving your job
- Password – links with security and e-safety
- Value for money – what something is worth and the importance of remembering this may be different for others.

##### What will I know by the end of this unit:

- To know that getting value for money involves considering the cost, usefulness and quality of items.
- To know that purchases can be influenced by needs, wants, peer pressure, and advertising.



## Hanslope Primary School

### PSHE Knowledge Organiser – Year 5

#### Summer 1: Economic Wellbeing

##### How does this link to my previous learning?

In Year 4, children focused on:

- Recognising value for money.
- Understanding differing opinions on spending.
- Exploring how to safeguard money effectively.

##### National Curriculum Links:

This strand of PSHE isn't a statutory subject in primary schools. This means that there is no set programme of study from the NC, or learning objectives that pupils have to fulfil. This aspect aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

##### How does this link to my future learning?

In Year 6, children are learning to:

- Evaluate the suitability of different career paths.
- Align career options with personal interests and strengths.

##### What key vocabulary will I learn:

- Allocate – to give something to someone else – in terms of money, it may be something allocated for a certain purpose/job
- Borrow – recognising that borrowing money is called a loan – which may include interest and contemplating the dangers
- Expenditure – the action of spending funds
- Impact – used in the context of the impact of money affecting your mental health
- Income – money received from work or investments
- Loan – linked with borrow
- Prioritise – consider the importance of payment and when – link with their understanding of priorities in their own life currently
- Repayment – linked with loans and interest
- Risk – linked with loans – consider the dangers

##### What will I know by the end of this unit:

- Principles of budgeting and its consequences.
- Concept of income, expenditure, and informed spending.
- The responsibilities and consequences of borrowing money.
- Risks and strategies for safeguarding money.
- Emotional responses to various money situations.
- Factors influencing career decisions.
- The impact of education and interests on career paths.
- The effects and challenges of workplace stereotypes.





## Hanslope Primary School

### PSHE Knowledge Organiser – Year 6

#### Summer 1: Economic Wellbeing

#### How does this link to my previous learning?

In Year 5, children focused on:

- Discussing money risks and management.
- Implementing money safeguarding strategies

#### National Curriculum Links:

This strand of PSHE isn't a statutory subject in primary schools. This means that there is no set programme of study from the NC, or learning objectives that pupils have to fulfil. This aspect aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

#### How does this link to my future learning?

In secondary school, children will work towards considering their future career. Economic wellbeing is paramount to their learning journey from Year 6 all the way through their further education and into adulthood.

#### What key vocabulary will I learn:

- Earnings – the money provided after performing a service eg. through work or investments
- Educational Requirements – what is necessary in order to pursue a career after school and further education
- Expenses – the cost incurred or required for something
- Gambling – play games for a chance to win money – consider the notion of betting
- Responsibilities – having a duty to deal with something or of having control over someone
- Risks – a situation involving exposure to danger
- Safeguard – a measure taken to protect someone or something – consider the links with school
- University – a form of further education – consider other methods too

#### What will I know by the end of this unit:

- To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.
- To identify emotions linked to money.
- To understand how money affects feelings and behaviour.
- To develop responsible attitudes towards gambling and apply this understanding to real-world scenarios.