



Subject	Week 2	Week 3	Week 5	Week 6	End Points
PSHE Topic	<p>LO: To know there are safe practices for digital and physical money management.</p> <p>Core Learning: To recognise how to safeguard money in digital and physical environments.</p> <p>Task: Play “Protect Your Treasure” game. Spot risks using photos and scenarios. Class discussion on secure money habits. Create money-safety plans in groups and reflect on real-life case studies.</p> <p>Adapted Learning Task: <i>Support:</i> Use a visual word bank and guided discussion with adult support.</p> <p><i>Greater Depth:</i> Explain multiple risks and propose advanced security measures.</p>	<p>LO: I know there are money responsibilities at secondary school including choice of dinners.</p> <p>Core Learning: To identify changing money responsibilities during secondary school.</p> <p>Task: “True or False” financial myths quiz. Group analysis of budgeting scenarios. Class discussion on balancing wants, needs, and income. Use “Reflection Lucky Dip” to consolidate ideas.</p> <p>Adapted Learning Task: <i>Support:</i> Use visual supports and sentence stems. <i>Greater Depth:</i> Discuss budgeting challenges and propose innovative savings strategies.</p>	<p>LO: to know that there are a number of different jobs in the work place.</p> <p>Core Learning: To explore how different careers operate within a workplace and how roles interact.</p> <p>Task: Guess workplaces from descriptions. Research careers in group-assigned workplaces (e.g. schools, restaurants). Discuss roles, teamwork, and collaboration. Mind map of a themed workplace (e.g. zoo).</p> <p>Adapted Learning Task: <i>Support:</i> Research a single preferred career using scaffolds. <i>Greater Depth:</i> Imagine leading a business and propose teamwork-enhancing rules.</p>	<p>LO: to know there are different career routes.</p> <p>Core Learning: To identify different career routes, their requirements, and relate them to interests and strengths.</p> <p>Task: Play “Career Charades” and reflect on needed skills. Explore job sectors and discuss pros/cons of career routes. Use “The Way Up” game to match interests to careers. Discuss how aspirations may change and reflect on future steps.</p> <p>Adapted Learning Task: <i>Support:</i> Match a single career to skills using the visual word bank.</p> <p><i>Greater Depth:</i> Evaluate impact of career alignment with personal values and propose flexible pathways.</p>	<p>By the end of this unit, pupils will know:</p> <p>how money can affect feelings and behaviour.</p> <p>the safe practices for digital and physical money management.</p> <p>there are changing financial responsibilities in secondary school.</p> <p>what is gambling, its risks, and legal implications.</p> <p>the variety and function of workplaces.</p> <p>there are career routes in different sectors.</p> <p>Link their interests and strengths to possible future careers.</p> <p>there are ethical, financial, and wellbeing-related decisions to be considered.</p>

Ghyllside Medium Term Plan

Year 6

Subject: PSHE Economic Wellbeing

Term: Summer

