



Sheerness West Federation

RELATIONSHIPS & SEX EDUCATION POLICY


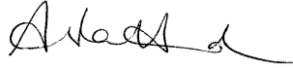


September 22

Review: September 23

"Dreams Come True With A Positive View"

| Policy Review Process | |
|-----------------------|-----------------|
| Frequency of Review | Annually |
| Reviewed | July 22 |
| Reviewed By | Mrs A Pattenden |
| Next Review Date | September 23 |

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| Policy Status | Statutory |
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| Policy Approval | | | |
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| Policy to be approved by: | | Governing Body | |
| Title | Name | Signed | Dated |
| Chair of Governing Body | Mr K Mackness |  | 19/07/2022 |
| Executive Headteacher | Mrs A Pattenden |  | 19/07/2022 |
| Head of Rose Street | Mrs S Mackay |  | 19/07/2022 |
| Head of West Minster | Ms H Brewer |  | 19/07/2022 |
| Date Policy Ratified by Governing Body / FLT | | | 19/07/2022 |

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All due regard has been given to the Equality Act 2010 when creating the terms and conditions of this policy.

Contents

| | |
|----------------------------------|----|
| Aims | 4 |
| Statutory requirements | 4 |
| Policy development | 4 |
| Definition | 4 |
| Delivery of RSE | 4 |
| Roles and responsibilities | 5 |
| Parents' right to withdraw | 5 |
| Training | 6 |
| Monitoring arrangements..... | 6 |
| APPENDIX A..... | 7 |
| Key Stage 1 overview..... | 7 |
| Health and Wellbeing: | 7 |
| Relationships:..... | 8 |
| Living in the wider world: | 10 |
| Key Stage 2 Overview | 11 |
| Health and Wellbeing: | 11 |
| Relationships:..... | 14 |
| Living in the wider world: | 15 |

Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships generally
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure that the School's Associated Values are linked to RSE

Statutory requirements

RSE is not compulsory in primary schools. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum.

If primary academies do teach RSE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Sheerness West Federation, we teach RSE as set out in this policy with reference to the Equalities Act (2010) and in line with other Safeguarding Policies.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff / working group combined all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity read the draft policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about resilient relationships (including family and friends); sexual health and sexuality, physical and mental health; diversity, personal identity and online safety.

RSE involves a combination of sharing information, and exploring issues and values. Pupils have to grow as individuals while understanding the diverse nature of Britain and the world today.

RSE is not about the promotion of sexual activity.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Keeping safe on the internet is covered in Computing sessions. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Each Year Group's curriculum overview can be seen on each School's website and more detailed overview in the appendix of this policy. All teachers will use their professional judgement and adapt the overview accordingly to meet the needs of the children.

Pupils also receive stand-alone sex education sessions either delivered by a member of teaching staff or a trained health professional.

Across the school, pupils will be supported in order to; grow and achieve whilst developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Roles and responsibilities

The Governing Body

The governing body will approve the RSE policy, and hold the Executive Headteacher and Heads of School to account for its implementation.

The Executive Headteacher and Heads of School

The Executive Headteacher and Heads of School are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see Parents' right to withdraw section below).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive and nurturing way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Headteacher / Head of School. Staff will be supported to deliver safe and effective RSE through training and other support.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of RSE. This means that parents are not permitted to withdraw their child from elements of sex education (for example reproductive and biological aspects) that are within the science curriculum. Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

Requests for withdrawal should be put in writing and addressed to the Head of School. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Executive Headteacher / Heads of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through:
Drop-ins, work scrutinies, pupil conferencing and the monitoring of planning.
Pupils' development in RSEE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by The Full Governing Body on an annual basis.

APPENDIX A

Key Stage 1 overview

Health and Wellbeing:

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| H1. about what keeping healthy means; different ways to keep healthy |
| H2. about foods that support good health and the risks of eating too much sugar |
| H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday |
| H4. about why sleep is important and different ways to rest and relax |
| H5. simple hygiene routines that can stop germs from spreading |
| H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy |
| H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health |
| H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV |
| H10. about the people who help us to stay physically healthy |
| H11. about different feelings that humans can experience |
| H12. how to recognise and name different feelings |
| H13. how feelings can affect people's bodies and how they behave |
| H14. how to recognise what others might be feeling |
| H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things |
| H16. about ways of sharing feelings; a range of words to describe feelings |
| H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) |
| H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it |
| H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better |
| H21. to recognise what makes them special |
| H22. to recognise the ways in which we are all unique |
| H24. how to manage when finding things difficult |
| H25. to know key facts about the body, including physical and emotional changes |
| 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 |
| H28. about rules and age restrictions that keep us safe |
| H29. to recognise risk in simple everyday situations and what action to take to minimise harm |
| H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) |
| H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely |
| H33. about the people whose job it is to help keep us safe |
| 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 |
| H36. how to get help in an emergency (how to dial 999 and what to say) |
| H37. about things that people can put into their body or on their skin; how these can affect how people feel |

Relationships:

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| 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 recognise what is fair and unfair, kind and unkind, what is right and wrong |
| 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 |
| R8. Simple strategies to resolve arguments between friends positively |
| R9. How to ask for help if a friendship is making them feel unhappy |
| R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online |
| R11. About how people may feel if they experience hurtful behaviour or bullying |
| 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 |
| 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 |

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| R1. to communicate their feelings to others, to recognise how others show feelings and how to respond |
| R2. to recognise that their behaviour can affect other people |
| R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid |
| R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong |
| R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class |
| R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) |
| R7. to offer constructive support and feedback to others |
| R8. to identify and respect the differences and similarities between people |
| R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another |

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| R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) |
| R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) |
| R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say |
| R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable |
| R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help |
| 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) |
| R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe |
| 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 |
| R21. About what is kind and unkind behaviour, and how this can affect others |
| R22. About how to treat themselves and others with respect; how to be polite and courteous |
| R23. To recognise the ways in which they are the same and different to others |
| R24. How to listen to other people and play and work cooperatively |
| R25. How to talk about and share their opinions on things that matter to them |

Living in the wider world:

L1. about what rules are, why they are needed, and why different rules are needed for different situations

L2. how people and other living things have different needs; about the responsibilities of caring for them

L3. about things they can do to help look after their environment

L4. about the different groups they belong to

L5. about the different roles and responsibilities people have in their community

L6. to recognise the ways they are the same as, and different to, other people

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life

L9. that not all information seen online is true

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

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

Key Stage 2 Overview

Health and Wellbeing:

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| H1. how to make informed decisions about health |
| H2. about the elements of a balanced, healthy lifestyle |
| H3. about choices that support a healthy lifestyle, and recognise what might influence these |
| H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle |
| H5. about what good physical health means; how to recognise early signs of physical illness |
| 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 eating a healthy diet including obesity and tooth decay. |
| 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 |
| 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 |
| 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 |
| H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed |
| 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) |
| 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 |
| H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online |
| H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health |
| 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 |

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| 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; ways of expressing and managing grief and bereavement |
| H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools |
| H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) |
| H26. that for some people gender identity does not correspond with their biological sex |
| H27. to recognise their individuality and personal qualities |
| H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth |
| H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking |
| H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction |
| H31. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction |
| H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene |
| 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 ¹ |
| H34. about where to get more information, help and advice about growing and changing, especially about puberty |
| H35. about the new opportunities and responsibilities that increasing independence may bring |
| H36. strategies to manage transitions between classes and key stages |
| 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 |
| H38. how to predict, assess and manage risk in different situations |
| 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 |
| H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) |
| 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 |
| 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

H43. about what is meant by first aid; basic techniques for dealing with common injuries²

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

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³

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

Relationships:

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

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

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

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

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

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

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

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Living in the wider world:

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| L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws |
| L2. to recognise there are human rights, that are there to protect everyone |
| L3. about the relationship between rights and responsibilities |
| 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 |
| 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) |
| 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 |
| L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom |
| L13. about some of the different ways information and data is shared and used online, including for commercial purposes |
| L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information |
| L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images |
| 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 |
| L17. about the different ways to pay for things and the choices people have about this |
| L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' |
| 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 |
| L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes |
| 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 |
| L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them |
| 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)