

**Ten:Ten**  
Resources



# What is not covered?

On the following pages we have used the **PSHE Association Programme of Study** to highlight the aspects of non-statutory PSHE which are NOT wholly covered by 'Life to the Full'. We hope that you will find this helpful.

## What is not covered?

Non-statutory PSHE topics not covered by 'Life to the Full'

<b>KS1 Learning opportunities in 'Living in the Wider World'</b> Pupils learn:	<b>KS2 Learning opportunities in 'Living in the Wider World'</b> Pupils learn:
<b>Shared responsibilities</b>	
<p><b>L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L3.</b> about things they can do to help look after their environment</p>	<p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L2.</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L3.</b> about the relationship between rights and responsibilities</p> <p><b>L5.</b> 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>
<b>Communities</b>	
<p><b>L5.</b> about the different roles and responsibilities people have in their community</p>	<p><b>L7.</b> to value the different contributions that people and groups make to the community</p> <p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and</p>

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	attitudes towards others; strategies for challenging stereotypes  <b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
<b>Media literacy and digital resilience</b>	
<b>L8.</b> about the role of the internet in everyday life  <b>L9.</b> that not all information seen online is true	<b>L12.</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  <b>L13.</b> about some of the different ways information and data is shared and used online, including for commercial purposes  <b>L14.</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information  <b>L16.</b> 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
<b>Economic wellbeing: Money</b>	
<b>L10.</b> what money is; forms that money comes in; that money comes from different sources  <b>L11.</b> that people make different choices about how to save and spend	<b>L17.</b> about the different ways to pay for things and the choices people have about this  <b>L18.</b> to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes

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<p>money</p> <p><b>L12.</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p><b>L13.</b> that money needs to be looked after; different ways of doing this</p>	<p>something 'good value for money'</p> <p><b>L19.</b> 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><b>L20.</b> to recognise that people make spending decisions based on priorities, needs and wants</p> <p><b>L21.</b> different ways to keep track of money</p> <p><b>L22.</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><b>L23.</b> 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</p> <p><b>L24.</b> to identify the ways that money can impact on people's feelings and emotions</p>
<p><b>Economic wellbeing: Aspirations, work and career</b></p>	
<p><b>L15.</b> that jobs help people to earn money to pay for things</p> <p><b>L16.</b> different jobs that people they know or people who work in the community do</p> <p><b>L17.</b> about some of the strengths and interests someone might need to do different jobs</p>	<p><b>L25.</b> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p><b>L26.</b> 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><b>L27.</b> about stereotypes in the workplace and that a person's career</p>

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	<p>aspirations should not be limited by them</p> <p><b>L28.</b> 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)</p> <p><b>L29.</b> 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</p> <p><b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p><b>L31.</b> to identify the kind of job that they might like to do when they are older</p> <p><b>L32.</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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