

KS1 and 2 Citizenship

The KS1/2 programme is non-statutory and schools are not required to follow it. It is included so that schools can plan a whole curriculum.

KS1 overview

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

KS1							
Content	English	Maths	Science	Humanities	Art/Technology	PE	PSHE
<p><u>Developing confidence and responsibility and making the most of their abilities</u></p> <p>Pupils should be taught:</p> <p>a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>b) to share their opinions on things that matter to them and explain their views; c) to recognise, name and deal with their feelings in a positive way; d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>e) how to set simple goals.</p>	<p>Fairy tales and stories involving morals and rights and wrongs. Speaking and listening sessions. Book reviews. Character descriptions. Hot seating. Trip recounts.</p>				<p>In Art and Food Tech students begin to say what foods or art they like and make choices. They begin to share their opinions and say how a food or an artwork can make them feel.</p>	<p>Pupils will have the opportunity to share their opinions and their likes and dislikes about specific game activities. Pupils will begin to understand how to respect others opinions, likes and dislikes. Additionally, pupils will recognise fairness and simple game rules. E.g., team numbers and using hands not feet. Pupils should be able to do so with confidence after understanding the fundamentals of the game.</p> <p>After each game activity, pupils have the chance to express their feelings in a positive way. Teachers will model how to be a humble winner by shaking hands</p>	

						<p>and how to lose gracefully by complementing others performances. Pupils will have the responsibility to being to show good sportsmanship to other participants.</p> <p>Pupils will reflect on their game activities and begin to understand their strengths to improve their performances. This can be in the form of setting simple goals for that specific skill strength e.g. catching – catch the beanbag 3/5 times by focusing on the bag and keeping hands closer together to catch.</p>	
<p><u>Preparing to play an active role as citizens</u> Pupils should be taught:</p> <p>a) to take part in discussions with one other person and the whole class; b) to take part in a simple debate about topical issues; c) to recognise choices they can make, and recognise the difference between right and wrong; d) to agree and follow rules for their group and classroom, and understand how rules help them;</p>	<p>a) Speaking and listening sessions.</p> <p>b) Discussions about characters from stories.</p> <p>c) Discussions around fairy tales. Book reviews.</p>	<p>i) Understand concept on money – introduction to pounds and pence when competing addition and subtraction.</p>			<p>Pupils begin to be able to express an opinion about an artwork. They can express a likeness to an artwork or food and say what they can see in an artwork and link it up to a right and wrong. They begin to talk about safe and unsafe foods to eat . They start to develop an</p>	<p>Pupils will engage in peer and whole class discussions regarding changes to their body before and after exercise.</p> <p>Pupils will begin to gain an understanding of what is right and wrong during P.E. lessons that are transferrable to game activities at play/lunchtime and their extra-curricular activities.</p> <p>P.E. will support pupils to agree and follow simple rules to become and continue to be active participants of sports.</p>	

<p>e)to realise that people and other living things have needs, and that they have responsibilities to meet them; f) that they belong to various groups and communities, such as family and school; g) what improves and harms their local, natural and built environments and about some of the ways people look after them; h)to contribute to the life of the class and school; i) to realise that money comes from different sources and can be used for different purposes.</p>	<p>d) Sessions deciding the class rules together.</p>				<p>understanding about recycling. Using school compost bin and growing herbs.</p>		
<p><u>Developing a healthy, safer lifestyle</u> Pupils should be taught: a) how to make simple choices that improve their health and wellbeing; b) to maintain personal hygiene; c) how some diseases spread and can be controlled; d) about the process of growing from young to old and how people's needs change; e) the names of the main parts of the body;</p>					<p>Healthy foods and gaining an understanding of sugar contents. Hygiene in the kitchen, hand washing and wiping down surfaces.</p>	<p>Pupils will begin to understand healthy food types (a balanced diet). All pupils will know the basic movements to stretch and warm up before game activities in order to prevent injury and prepare their body for game activity. Pupils will have a basic understanding of personal hygiene through changing clothes to take part in game activities. Additionally, pupils will know that bodily changes occur such as</p>	

<p>f) that all household products, including medicines, can be harmful if not used properly; g) rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p>						<p>sweating while participating in game activities.</p> <p>Through warm up sessions and modelling of skills, pupils will know the main body parts. Pupils will understand the best body part to use while performing a skill to keep safe.</p> <p>Pupils will have the understanding of simple rules for some game activities. In addition, pupils will know how to use the equipment correctly to keep safe.</p>	
<p><u>Developing good relationships and respecting the differences between people</u> Pupils should be taught: a) to recognise how their behaviour affects other people; b) to listen to other people, and play and work cooperatively; c) to identify and respect the differences and similarities between people; d) that family and friends should care for each other; e) that there are different types of teasing and bullying, that bullying is wrong, and</p>	<p>a) Discussions around characters in book.</p> <p>b) speaking and listening sessions, peer and group work.</p> <p>c) discussions and learning about a range of books and stories.</p> <p>d) discussions about a range of stories.</p>				<p>Sharing food they make.</p>	<p>Working within small groups encourages team bonding and positive relationships. Game activities and sports will allow pupils to work cooperatively.</p> <p>Turn taking is a vital aspect of building positive relationships as well as respecting others. Pupils will understand that ability varies for others and should show respect if others find game activities difficult.</p>	

<p>how to get help to deal with bullying.</p>	<p>e) discussions and learning about a range of books and stories.</p>						
<p><u>Breadth of opportunities</u> During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to: a) take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); b) feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves); c) take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); d) make real choices (for example, between healthy</p>	<p>a) Class rules discussions. b) peer and self-assessments. f) Group work g) discussions and learning about a range of stories and fairy tales.</p>	<p>d) starting to use time to look at planning activities. Basic budgeting if I spend this I will have this left for....</p>			<p>Follow health and safety rules in the kitchen. Begin to understand healthy food choices.</p>		

<p>options in school meals, what to watch on television, what games to play, how to spend and save money sensibly);</p> <p>e) meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);</p> <p>f) develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task);</p> <p>g) consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);</p> <p>h) ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)</p>							
--	--	--	--	--	--	--	--

KS2 Overview

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

KS2							
Content	English	Maths	Science	Humanities	Art/Technology	PE	PSHE
<p><u>Knowledge, skills and understanding Developing confidence and responsibility and making the most of their abilities</u></p> <p>Pupils should be taught:</p> <p>a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>c) to face new challenges positively by collecting information, looking</p>	<p>a) learning about a range of books, stories, myths and legends using range of writing formats and structures.</p> <p>c) Learning using non-fiction texts, newspapers and the</p>	<p>f) addition and subtraction of money, introduce basic financial maths, e.g I earn this amount each week and spend this, I therefore save.</p>		<p>Allotment – developing confidence</p> <p>Sow Grow Farm – making most of abilities</p>	<p>In art they are making connections with their own art work and that of others.</p> <p>In art they identify what they have done well in their own artwork and gain a sense of achievement and pride in what they make.</p>	<p>Pupils will have the opportunity to share their opinions and explain their views on sports in the community. Pupils will activity seek advice on clubs in their community.</p> <p>Pupils will recognise their worth by</p>	

<p>for help, making responsible choices, and taking action; d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; e) about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future; f) to look after their money and realise that future wants and needs may be met through saving.</p>	<p>internet to research.</p>					<p>sharing their strengths, achievements and personal goals with others. Pupils will receive positive praise from staff for small progress in skill and attitude to game activities.</p> <p>Pupils will have the opportunity to attempt new challenging game activities, build teams, collect information to problem solve e.g. create team tactics and implement.</p>	
<p><u>Preparing to play an active role as citizens</u> Pupils should be taught:</p>	<p>a) non-fiction topics. News</p>			<p>Off with Their Heads – rules and consequences</p>	<p>Discuss who does the cooking at home and the responsibility of</p>	<p>Pupils will understand what is right and wrong</p>	

<p>a) to research, discuss and debate topical issues, problems and events;</p> <p>b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</p> <p>c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;</p> <p>e) to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;</p> <p>f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>g) what democracy is, and about the basic institutions that support it locally and nationally;</p> <p>h) to recognise the role of voluntary, community and pressure groups;</p>	<p>paper article writing.</p> <p>e) A range of texts including myths and legends.</p> <p>f) Debating.</p> <p>k) non-fiction work.</p>			<p>Allotment – taking responsibility</p> <p>Pharaohs – moral issues customs and beliefs</p>	<p>cooking for a family.</p> <p>Think about how we are consumers and citizens and how food advertising is targeted at children and parents.</p>	<p>during P.E. lessons that are transferrable to game activities at play/lunchtime and their extra-curricular activities.</p> <p>P.E. will support pupils to agree and follow simple rules to become and continue to be active participants of sports.</p> <p>Pupil will understand that rules differ from game to game.</p>	
---	---	--	--	---	---	--	--

<p>i) to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;</p> <p>j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;</p> <p>k) to explore how the media present information.</p>							
<p><u>Developing a healthy, safer lifestyle</u></p> <p>Pupils should be taught:</p> <p>a) what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;</p> <p>b) that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;</p> <p>c) about how the body changes as they approach puberty;</p> <p>d) which commonly available substances and drugs are legal and illegal, their effects and risks;</p> <p>e) to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical</p>		<p>a) understand food information, on packets per 100mg, comparisons of ingredients etc.</p>		<p>Sow grow Farm – healthy lifestyle</p>	<p>Eatwell guide. Bacteria bread experiment to understand visually how germs are spread.</p>	<p>Pupils will understand healthy food types (a balanced diet).</p> <p>All pupils will know how to stretch and warm up before game activities in order to prevent injury and prepare their body for game activity. Pupils will understand the benefit of warming up</p>	

<p>contact is acceptable or unacceptable;</p> <p>f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;</p> <p>g) school rules about health and safety, basic emergency aid procedures and where to get help.</p>						<p>and cooling down.</p> <p>Pupils will have an understanding of personal hygiene through changing clothes to take part in game activities. Additionally, pupils will know that bodily changes occur during game activities and will begin to understand the science behind these changes.</p> <p>Pupils will have the understanding of simple rules for various game activities. Pupils will also have the</p>	
--	--	--	--	--	--	---	--

						responsibility to lead others in small groups.	
<p><u>Developing good relationships and respecting the differences between people</u></p> <p>Pupils should be taught:</p> <p>a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>b) to think about the lives of people living in other places and times, and people with different values and customs;</p> <p>c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;</p> <p>d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;</p> <p>e) to recognise and challenge stereotypes;</p> <p>f) that differences and similarities between people arise from a number of factors, including</p>	<p>a) discussions and speaking and listening sessions.</p> <p>b) Myths and legends.</p> <p>c) Learning about a range of stories and texts including a range of characters.</p>				<p>In art they discuss art work and the lives of others. They explore other cultures.</p>	<p>Pupils will develop empathy within sport, understanding their own action can affect others. Pupils will be able to consider others feelings during and after game activities.</p> <p>Through sport, pupils will develop positive relationships. Pupils will understand that ability and skill varies for others and should show respect if others find</p>	

<p>cultural, ethnic, racial and religious diversity, gender and disability; g) where individuals, families and groups can get help and support.</p>						<p>game activities difficult.</p>	
<p><u>Breadth of opportunities</u> During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to: a) take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school); b) feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take); c) participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting); d) make real choices and</p>	<p>b) peer, self and teacher assessment in their books and verbal. c) debating. g) Learning about a range of stories and characters.</p>	<p>d) spending and saving money – basic budget with mathematical operations.</p>			<p>Looking after growing plants and food.</p>		

<p>decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities);</p> <p>e) meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers);</p> <p>f) develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters);</p> <p>g) consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment);</p> <p>h) find information and advice (for example, through helplines; by understanding about welfare systems in society);</p>							
---	--	--	--	--	--	--	--

i) prepare for change (for example, transferring to secondary school.)							
--	--	--	--	--	--	--	--

KS3 and 4 Citizenship **The KS3/4 programme is statutory**

Purpose	Aims
---------	------

<p>A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.</p>	<p>The national curriculum for citizenship aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government • develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced • develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood • are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.
---	---

KS3 Overview

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

KS3							
Content	English	Maths	Science	Humanities	Art/Technology	PE	PSHE
the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch	Debates and discussions with student voting on particular ideas. This will take place across the English KS3 curriculum, for example, class voting on character dilemmas and situations, including reasoned						

	arguments from students relating to character and plot. Also, students will write letters to MPs in relation to several current issues.						
the operation of Parliament, including voting and elections, and the role of political parties	Literature, including that which is set during WW1/WW2, will be used to explore political decision making, especially how the political system is changed/modified in times of crisis.						
the precious liberties enjoyed by the citizens of the United Kingdom	Class discussions on several issues, including freedom of speech and other fundamental facets of a democracy that ensure each of our freedoms.			RE – knowledge of different beliefs History/geography - immigration			
the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	Exploration of literature, such as the novel <i>Holes</i> , that deal with the judicial system; including comparisons with our own system and school rules.						
the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	Autobiographies/biographies will explore the lives of people that contributed to their own societies, and deal with the concept of giving and working with other. For example, the life of Ghandi or Mother Theresa. Also, students will have a chance to write job applications for voluntary roles, including			RE – places of worship open to schools/ public Geography/History Immigration School Council, Jack Petchy Award			

	detailing their suitability for the roles.						
the functions and uses of money, the importance and practice of budgeting, and managing risk.	Diary entries will be used as a means to track spending so as to reflect on waste and saving.	Use of all operations when working with money, introduction to simple interest – percentages Financial mathematics	Analysing food labels for nutritional values, budgeting, healthy living.		In Art students explore the idea of their carbon foot print and create 2D and 3d art work in response to this theme. In Food Tech students begin to understand budgeting and how to plan a meal for one person and a family.		

KS4 overview

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

KS4							
Content	English	Maths	Science	Humanities	Art/Technology	PE	PSHE
parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	During AQA award work, students will study several units that deal in part with the UK's democratic system. These include, <i>Transport, Education, and Sport</i> . In each of these units, students will explore the role of government in regulating such areas.		Scientific ethics calls for honesty and integrity in all stages of scientific practice, from reporting results regardless to properly attributing collaborators. This system of ethics guides the practice of science , from data collection to publication and beyond.	AQA award citizenship			
the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	In the <i>Travel</i> unit, students will explore different governmental systems and discuss what they believe to be the pros/cons of each.			AQA award citizenship			
other systems and forms of government, both	In the <i>Travel</i> unit, students will explore different			AQA award citizenship			

democratic and non-democratic, beyond the United Kingdom	governmental systems and discuss what they believe to be the pros/cons of each.						
local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world	In the <i>Travel</i> unit, students will explore different governmental systems and discuss what they believe to be the pros/cons of each.		WHO, G7, NATO	AQA award citizenship			
human rights and international law	During the <i>Adventure</i> unit, students will study the rights of those going abroad, particularly in relation the international treaties that afford individual rights. Case studies (including newspaper articles) will be used as for comprehension activities to show how such treaties/systems work in practice.		Human, animal rights, environmental laws,				
the legal system in the UK, different sources of law and how the law helps society deal with complex problems	Discussions and debates will take place using current affairs and social issues as a topic. Students will discuss how best to legally raise issues (such as peaceful protest, etc.), and will vote on/discuss.		Science and Technology Act 1965	AQA award citizenship			
diverse national, regional, religious and ethnic	Debates will emphasise our similarities and		The geographic differences may affect the	AQA award citizenship	In Art students explore British		

<p>identities in the United Kingdom and the need for mutual respect and understanding</p>	<p>differences. We will ensure that they remain respectful, and students will learn to respect all individuals regardless of their immutable characteristics or creeds.</p>		<p>demographics and economic power of regions in the UK e.g. coal mines, unemployment, movement of people into cities.</p>		<p>Values and create individual art work in a range of 2D and 3D processes. Food Tech pupils begin to explore a range of foods from around the UK and developing an understanding of the diversity within our communities and how food choice are affected by religious or moral choices.</p>		
<p>the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p>	<p>Students will study an AQA unit called <i>Volunteering</i>. They will learn about the different types of voluntary work and will create CVs/applications, etc., for posts that they feel they are suited to. We will explore the benefits to the collective/individual or volunteering.</p>		<p>Sustainability – Green energy , renewable, recycling, carbon footprint awareness, animal welfare, animal testing, using advancement in science ethically, planting more trees, health, less carbon emissions, walking / cycling to school,</p>	<p>AQA award citizenship</p>	<p>Food provenance Food manufacturing Pupils begin know and understand: <ul style="list-style-type: none"> • foods origins, where and how foods are grown, reared, or caught • food miles, impact on the carbon footprint, </p>		

					<p>buying foods locally</p> <ul style="list-style-type: none">• the impact of packaging on the environment versus the value of packaging• sustainability of food: the impact of food waste on the environment, local, global markets and communities, effect of food poverty• food security: access to safe sufficient food for all (World Health) <p>Learners should have a theoretical and practical working knowledge and understanding of the development of culinary traditions in</p>		
--	--	--	--	--	---	--	--

					<p>British and international cuisine. All pupils should have the opportunity to explore and gain knowledge of foods and recipes from at least two international countries.</p> <p>To include:</p> <ul style="list-style-type: none">• regional cooking/foods in UK• the distinctive features, characteristics and eating patterns of different cuisines. <p>Cuisine is defined as a style characteristic of a particular country or region, where the cuisine has developed historically using distinctive ingredients, specific preparation and</p>		
--	--	--	--	--	--	--	--

					<p>cooking methods or equipment, and presentation or serving techniques</p> <ul style="list-style-type: none"> • traditional and modern variations of recipes, to include: variations of recipes to include changing use of food commodities, through choice and religious needs. Changes to nutritional guidelines, and use of modern cooking methods and or equipment • meal structures: presentation of menus within different cultures 		
income and expenditure, credit and debt, insurance, savings and pensions, financial products and	During the <i>Education</i> unit, students will explore the tax system and public funding, including the	Financial maths, including APR and compound interest. Planning and budgeting	Donations/fundraising to scientific research -		Food budgeting, developing an understanding of feeding yourself and a family		

services, and how public money is raised and spent.	concept of investing in the next generation.	incomes, understanding all interest on accounts savings and overdrafts.			healthily through cooking and growing food.		
---	--	---	--	--	---	--	--