Flourishing Foundations for the Future: Financial Understanding

Vision:

It is our aim that all our pupils will learn to be financially healthy - learning to budget, save and spend with wisdom and prudence. Children will learn about feelings associated with money and the need to keep it safe and how records can enable us to do this. They will learn about the role banks play and how they can use their services and the way in which Governments use our money to care for us . They will learn about how companies may try to influence the way in which they spend their money and to develop the countenance of a critical consumer . They will learn that, through the internet, they will become part of a global economy and will develop the necessary skills to participate whilst learning about the inherent risks and how to keep themselves safe. They will respect the value of saving and work towards their own personal long term aspirations and goals and understand that hard work and purposeful practice are part of achieving these. Pupils will demonstrate compassion and understand how they can be courageous advocates for those less fortunate than ourselves through pupil led charity events.

Rationale:

In England, financial education is included in the national curriculum in secondary schools only .

However, the Money and Pensions service research states:

Research shows that financial education makes children and young people more likely to:

- save money
- have a bank account, and
- be confident with money management.

Our research also shows that a majority of children and young people say they find financial education useful.

Financial education enhances financial wellbeing and prepares students to understand and manage their incomes as adults.

The skills we need to manage our money begin to develop between the ages of three and seven .

Almost one in five 16 and 17 year olds feels anxious thinking about their money .

Around a quarter of 18 to 24 year olds often borrow money to buy food or pay bills .

National Curriculum Links:

Geography, Maths, PSHE, English, Computing

Vocabulary:

Enterprise, business, spend, save, work, budget, finance, career, money, bank, charity, entrepreneur, expense, income, outgoing, delayed-gratification, profit, loss mortgage, credit, consumer, fraud, borrowing, interest, value for money, exchange rates, expenditure, bill, bank statement, cash machine, currency, advertising, compare, cheap, expensive, sale, bargain, financial scam, phishing, password, PIN, manageable debt, unmanageable debt, interest, wages, salary, earning, deductions, tax, National Insurance

Our Unique Curriculum Offer:

Talk 4 Money Week (Autumn Term)

- age appropriate lessons focusing on financial understanding

- collective worships focused on the value of generosity

Outcomes:

- Explain feelings related to money and how these might make us behave
- Understand the value of money and that it should be kept safe
- Create a simple budget
- Understand how to save and keep myself financially healthy
- Keep a record about expenses
- Understand that I have to wait and save for things I want
- Explain the role of the bank

Flourishing Foundations for the Future: Spiritual Development

Vision:

At the Acorn Partnership spiritual development is defined as the life long journey of developing as a person even through times of challenge and difficulties. Spiritual development is developing our self-identity and discovering the essence of who we are. This is influenced by our relationships with ourselves, others and the world around us in all its beauty and pain. We develop spiritually through reflecting or thinking about what we see, hear and read which leads to a changed way of thinking or a change in the way we act.

Rationale:

Children raised in environments that encourage a rich and thoughtful spiritual life tend to be happier, more optimistic, more thriving, more flexible, and better equipped to deal with the struggles we all face in life. A firsthand spiritual background may play a pivotal role of prevention when it comes to risks and temptations common among teenagers including engaging in unsafe sexual encounters as well as the propensity to abuse drugs or alcohol.

Attributes such as moderation and self-control are encouraged as a result of being in touch with one's spiritual sides due to the importance placed upon the value of life. This consideration for the care of self, others, and the world itself teaches children the value of moderating and controlling their habits and behaviors in ways that usually contribute to healthy lifestyles rather that those that tend to be harmful or destructive.

Research by the UEA.

National Curriculum Links:

RE, drama Science, Maths, Art, Music, English, dance

Vocabulary:

Awe, wonder, faith, belief, prayer, search, meaning, values, deep thinking, reflection, tradition, liturgy, lifestyle, RRR, experiential, respect, love, self-worth, nature, morals, compassion, joy, interconnectedness, emotions, feelings, understanding, reverence, democracy, social justice, empathy, beauty, spirit, heart, justice, mysteries, questioning, purpose, curiosity reverence, peace, unique, personal, community, relationships, self-worth, journey

Our Unique Curriculum Offer: Spiritual development is developed through every subject at the Acorn Partnership (examples only)

Art—Through Art and Design , we enable spiritual development by appreciating and responding to a wealth of artists and their work, with many different social, historical and geographical backgrounds.

Through reading, we enable spiritual development by responding to creative and awe-inspiring texts. We learn to reflect on what we read, offering our own inferences, reactions and opinions. We learn to empathise with character's and interpret their thoughts and actions.

Enrichment Week—Good Deeds in the Community Week to develop values of generosity and service

Outcomes (our 10 capacities):

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

Flourishing Foundations for the Future: Aspirations and Careers

Vision:

Through our curriculum we aim to broaden our pupils horizons and aspirations in the wide range of careers available to them and the skills and knowledge they will need to acquire if they want to pursue them in the future. Children at the Acorn Partnership will learn about different careers and work environments. Our aspirational curriculum gives children the knowledge and understanding of a range of successful people and challenge stereotypes in careers. Children will develop the curriculum skills to prepare them for the future and their careers.

Rationale:

Only one in eight children from a low-income background is likely to become a high earner as an adult.

Nearly 50% of the most persistently disadvantaged children (on free school meals) don't know anyone in a job they would like to do.

Less than half of 15-year-olds think 'people like me' will be successful compared with 71% of 11-year-olds and 74% of six-year-olds.

Future First

Research shows that children's career aspirations are unlikely to change between the ages of seven and 17.

More than a third of children base these early aspirations solely on people they know. For many reasons, children from disadvantaged backgrounds are likely to have fewer opportunities to meet people in a range of jobs. All of this means that some children's horizons can be narrowed at a very early age.

Ambition Institute

National Curriculum Links:

Geography, Maths, PSHE, English, Computing, Science, Music, PE

Vocabulary:

Apprentice, qualification, client, desire, aim, ambition, strive, dreams, goals, objectives, employer, employment, employee, leader, manager, organization, contract, hire, hiring, enrollment, recruitment, service, business, trade, customer, job, work, commitment, futures, character, qualities, job description, requirements

Our Unique Curriculum Offer:

1. We Aim to broaden horizons, rather than narrowing options . We make careers activities broad and show children as many careers as we can.
2. We teach vocabulary explicitly
3. We link learning to careers in lessons and challenge stereotypes
4. We introduce real people to our children.

Outcomes:

- Ambition—children can name jobs , further education or experiences that they would like to aim for in their future
- Informed—children know the range of possibilities that are available to them, they understand how to work towards those goals, they know what life is like after they leave education
- Tackling Stereotypes—children know that all careers are available to both men and women
- Knowledge—children knowledge and skills in addition to the mainstream curriculum by exposure to the world of work
- Exposure—children learn about careers that they may not otherwise see or know about

Flourishing Foundations for the Future: Global Diversity

Vision:

We aim to develop in our children an awareness of the world they live in and a sense of their role within it. In the context of our Fundamental British Values, they will develop an understanding of the rich cultural heritage of the world and learn to respect and value diversity; demonstrating courageous advocacy against social injustice wherever they find it. They will develop a love and appreciation for the beautiful world in which they live and the fundamental laws of nature and how we can manipulate these for good through the exploration of science. They will adopt the role of global custodians and take responsibility for their actions and beliefs - understanding their impact on both people and the planet. They will be given opportunities to explore the active role they can take in their community to make our world a more equal, fair and sustainable place with resources which can be shared with love and compassion for all.

Rationale:

PLANET

-27,000 trees are cut down each day for toilet paper.
-Aluminum can be recycled continuously forever. Recycling 1 aluminum can save enough energy to run our TVs for at least 3 hours. 80 trillion aluminum cans are used by humans every year.
-plastic materials in the ocean kills 1 million sea creatures annually.
-The global population increases by 77 million each year
-50,000 species become extinct annually
-there is enough rice to feed every single person seven servings of rice every day; yet millions starve

SCIENCE
-87% of the global community believes we need science to solve the world's problems, and 62% believe the best days of science are yet to come

PEOPLE & CITIZENSHIP
-In 2024/2025, the Prevent Programme recorded 8,778 referrals, the highest annual total since 2015, with 1472 cases adopted into Channel support.

-The education sector made the highest number of referrals (3,129), accounting for 36% of all referrals this year; this represents a small decrease in proportion from the previous year, when education accounted for 40% of referrals (2,788 out of 6,922)

- individuals aged 11 to 15 accounted for the largest proportion (3,192; 36%) of the 8,759 referrals to Prevent where age was known

National Curriculum Links:

Reading, listening, PSHE, Science, RE, MFL, IT, History, Geography, English, Art, PE/Games, Maths

Vocabulary:

Courageous Advocate, Citizenship, fundamental British values, volunteers, local, national, global, environment, ecology, community, connected, law, democracy, order, choice, respect, culture, difference, tolerance, values, liberty, family, heritage, celebration, belonging, friendship, advocacy, nature, physics, chemistry, biology, custodianship, democracy freedom, law, liberty,

Our Unique Curriculum Offer:

Cultural dance and music day, food from around the world

Eco Committee -school council

Enrichment week: Good Deed in the Community Week

Enrichment week: Global Citizenship Week

Courageous Advocacy Projects

Outcomes:

- PLANET - Show how I look after the planet and understand that it is a precious and finite resource
- PEOPLE - Demonstrate tolerance and respect of others
- CITIZENSHIP- be an active citizen, ready to play my part in a democratic process, understanding how the rule of law protects the freedom of all.
- SCIENCE & NATURE - Show interest and curiosity about the way the world works and understand the role science will play in solving the world's problems