



# Teacher Guide



## Introduction

Welcome to the HSBC Rugby Counts programme, combining financial education with the subject of physical education and the sporting context of rugby to enhance pupil's learning in purposeful, fun and active ways to improve financial literacy.

With a focus on learning within the classroom, on the playground or field and at home, each week there will be a financial theme that will link the learning across the different environments. Pupils will take responsibility for their learning with goal-setting, and their own personalised Money and Movement Tracker.

### Why Financial Education?

In the insight supporting the UK Strategy for Financial Wellbeing 2020-2030 only 48% of children and young people could recall receiving useful financial education at school and/or that their parents gave them responsibility for their own money.

The national goal is to increase the number of children receiving meaningful financial education to 6.8 million by 2030.

Key aspects of this include:

Money and Pensions Service Learning Outcomes:

- Understanding the value of money
- Taking responsibility for their own money
- Learning that they cannot have everything that they want
- Planning for the future and saving
- Learning how to set and stick to a budget
- Feeling confident with digital money management
- Knowing how to keep money safe from fraud

Financial education can enhance an array of subjects too, bringing the maths curriculum to life as well as supporting personal development, health and wellbeing and citizenship topics.

Ultimately these are skills that will equip young people to make informed decisions about their money to thrive in their adult lives.

### Why Physical Education (PE)?

The aim of PE is to support the physical literacy journey of our pupils, developing motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life (IPLA, 2017). In much the same way, this programme is enhancing the financial literacy journey, so by uniting the focuses and skills we hope to educate, inspire and motivate pupils physically and financially.

High quality PE that is purposeful, progressive and considers the 'whole child', prepares young people for their future physically, socially, emotionally and cognitively. Life skills such as communication, self-belief, resilience and decision-making, fundamental to PE, will also support pupils to develop their financial literacy.

The physically active nature of PE, with this programme specifically focused on invasion games, brings to life financial concepts, e.g. attack/defence could be compared to spending/saving and scoring points to banking money. In addition, the importance of building and maintaining physical fitness connects to the notion of being financially fit.



## Why Rugby?

Sport, like money, is global. It is a constant in many people's lives, whether they play, coach, officiate, volunteer, watch or support others. Sport provides a platform for learning, whether it be leadership, how to work together or how to focus on a goal. It can teach people valuable life lessons about strategy and planning, winning and losing, set backs and fairness; all of which can be comparable to the world of finance.

Rugby is a sport rooted in British history. It is recognisable, with a large fan base, across men's and women's games. Pupils may already support a team, have seen the sport on TV or know a family member who has played.

Rugby sevens is a fast-paced form of the game, with seven players in each team and with matches divided into halves of seven minutes each. It is played in more than 100 countries and territories worldwide and continues to attract new fans and players. The women's game is growing particularly quickly, with more than 1.5 million women worldwide now taking part. It is built on the values of teamwork, respect, enjoyment, discipline and sportsmanship, all of which provide a strong foundation for financial literacy. The game itself can be linked to financial learning, e.g. scoring tries linked to saving money, protecting the ball linked to protecting money.

HSBC's connection with rugby goes back to the 19th century, when it introduced its first official employee teams. Today, the bank's support for the grassroots game includes backing a leading schools' tournament in the UK as well as taster sessions for young people around the world.

In 2017 HSBC helped to set up two new programmes – Try Rugby in Hong Kong and the Rookie Rugby programme in Canada – that gave young stars of the future the chance to play. Rookie Rugby alone is expected to reach an additional 375,000 young people over the next three years.

## The Resources

Each pupil's learning journey is unique, children learn at different rates, in different ways and across different domains. The programme is built around a range of resources that consider the classroom, PE, whole school and home context, providing diverse and varied learning opportunities where children can develop the knowledge and understanding, theoretically and kinaesthetically and practically apply and consolidate their learning. The programme includes the following:

- Support for planning and teaching the financial outcomes in the form of:
  - 6 weeks of financial education lesson plans, including teaching resources
  - 6 weeks of PE lessons with a focus on invasion games
  - Weekly themed classroom posters
  - Learning resources and equipment for classroom and PE
  - Teacher training webinar to orientate practitioners on the resource



Inspirational pupil resources bringing to life the financial focus, centred on the sport of rugby and the HSBC sevens tournament:

- Launch materials - including inspirational video, parent/carer A5 flyers, assembly template
- Rugby Ambassador videos to inspire and motivate classes and give a deeper rugby connection
- Try It! Convert It! class wall tracker to track progress towards pupil and class privileges
- Money and Movement Tracker for each child to use in school and at home to record learning, progress and Try It! Convert It! points.
- Player and team of the week certificates to reward and recognise where the rugby values have been displayed

Inclusive family focus:

- Money and Movement Tracker with activities to encourage family discussions around financial themes
- HSBC midi rugby ball to encourage family fun and activities
- Celebration event suggestions



## Getting the most from the programme

### Flexibility

The programme aims to provide you with everything you need to deliver a fun, inclusive, inspiring unit of work. The unit is structured by weekly financial themes, with classroom, PE and home learning connected to bring the learning to life. However, we do not want the teaching and learning to be restricted, rather to provide you with the tools to deliver in the best way for you and your class. The resources are therefore flexible, providing you with options to best support your pupils learning and progress, with:

- Clear starter, main and plenary activities for classroom and PE lessons
- Extension activities for the classroom
- PE progressions
- PE differentiation
- Main and extension activities at home, with a blend of independent and collaborative tasks

You may choose to deliver the classroom lessons in isolation and then lift some elements into other areas of the curriculum.

You may decide to use the PE lessons in addition to your planned PE curriculum for the term. You may just focus on the main PE lesson, or you may use the progressions to extend the financial learning further. You may take some of the PE starter activities, and use them as part of an active learning approach within other curriculum subjects.

As a minimum requirement, it is recommended that the main activities from classroom, PE and home sessions are delivered across the week to embed the financial outcomes.

### Differentiation

Lessons and resources have been developed in line with the national curriculum expectations for year 3 and in the following ways will support differentiation:

- Many of the classroom and PE lessons suggest mixed-ability groups
- Progressions and extension activities have been given within the classroom and PE lessons to extend the learning where needed
- For PE lessons the STEP principle (see page 21) provides ideas to adapt and differentiate activities accordingly
- All classroom resources are digital and editable should you wish to amend according to the ability of your class
- The Money and Movement Tracker provides a range of activities to suit different learning styles, and where appropriate pupils can draw and/or write their responses





### Weekly Celebration

At the end of a rugby match or tournament there is recognition of 'player of the match' or 'team of the tournament'. Each week there's the chance to give a special mention to an individual and/or a team that have/has displayed the rugby values: teamwork, respect, enjoyment, discipline, sportsmanship with a certificate awarded from rugby ambassadors Ben Ryan and Nolli Waterman.




### Inspire Further

Hopefully the programme will ignite pupil's interest in rugby, and inspire them to want to learn more and play more. Why not consider setting up an extra-curricular rugby club, or research local community clubs to signpost pupils/families to.

### Programme Overview

Here is a summary of the programme, set out by weekly theme with a clear personal, financial and physical learning focus. Throughout the lesson plans you will see personal, financial and physical icons making clear the learning focus within main and mini plenary/plenary activities. These icons also extend into the Money and Movement Tracker and the weekly classroom posters to make the learning explicit and connected for your pupils.

## Summary

Week	Theme	 Personal Learning Focus	 Financial Learning Focus	 Physical Learning Focus
1	<b>The value of money and saving</b>	Self-belief	Understand the value of money and the concept of saving with effective goal-setting	To carry and ground a ball when moving with speed and agility
2	<b>Making choices: Needs and wants</b>	Decision-making	To be able to make simple spending decisions through effective decision-making	To pick up, carry an object, evade and tag others when moving with speed and agility
3	<b>Ways to pay</b>	Communication	To be able to describe different ways to purchase and pay for items that don't involve cash	To pass accurately and receive safely in order to keep possession
4	<b>Budget management</b>	Responsibility	To understand budgets and the importance of sticking to them	To pass and move, creating space and moving forwards
5	<b>Protecting money</b>	Resilience and teamwork	To know what fraud is and how to be in control of own money	To combine passing and moving, under pressure to create attacking opportunities
6	<b>Planning for the future</b>	Leadership and teamwork	To understand the need to plan for the future and the importance of savings	To apply learned skills in a game of tag rugby

### Lesson Planning

The following section provides a detailed overview of the classroom, PE and home learning activities. Reference is made to required lesson resources/equipment, key vocabulary and key cross curricular links, so that you can effectively plan for the lesson and consider connections to, and wider learning opportunities in, other areas of the curriculum. PE lesson progressions are provided to bring to life the financial concepts and progress the physical and personal PE outcomes.

The teaching model suggests that, for any given week, the classroom lesson is taught first, followed by the PE lesson later in the week. This allows pupils to be introduced to the financial focus and develop their knowledge and understanding in the classroom. This can then be developed further through fun, purposeful PE activities linked to the PE curriculum unit of invasion games. Within the classroom and the PE lessons, the rugby theme is embedded through the context, values, skills or pedagogy. Pupils will then apply their learning further with the home activities.



**Week Plans**



## Week 1

Financial learning intention	Success criteria	Key money vocab	Lesson resources	Cross curricular links	Home learning
Understand the value of money and the concept of saving with effective goal-setting	<ul style="list-style-type: none"> <li>- Recognise the value of notes and coins; record and explain accurately the value of £ and p</li> <li>- Understand what goal-setting is and be able to set personal and team goals</li> <li>- Explain why we save and be able to set a saving goal</li> <li>- Explain where, how and why to keep money safe</li> </ul>	<ul style="list-style-type: none"> <li>- Notes and coins</li> <li>- £ and p</li> <li>- Saving</li> <li>- Goal-setting</li> <li>- Rainy-day fund</li> <li>- Non-emergency fund</li> <li>- Value</li> </ul>	<ul style="list-style-type: none"> <li>- Money and Movement Tracker</li> <li>- Try it! Convert it!</li> <li>- Class wall tracker</li> <li>- Class poster week 1</li> <li>- Lesson slides</li> <li>- Rugby ambassador video</li> <li>- Notes and coins</li> <li>- Rugby items and price tags</li> </ul>	<p>Maths (measurement-money)</p> <p>PSHE (economic wellbeing)</p>	Saving for things and emergency funds
<b>PE learning intention</b>					
Carry and ground a ball, moving with speed and agility	<ul style="list-style-type: none"> <li>- Experiment with different ways of carrying the ball</li> <li>- Run and change direction at speed</li> <li>- Set personal and team goals and believe in selves</li> <li>- Know why we need to dodge, change speed and ground with control during a game of rugby</li> </ul>	<ul style="list-style-type: none"> <li>- Score a try</li> <li>- Ball carry</li> <li>- Speed</li> <li>- Agility</li> </ul>	<ul style="list-style-type: none"> <li>- Cones</li> <li>- Sponge rugby balls</li> <li>- Rugby balls</li> <li>- Sports balls</li> <li>- Money floor spots</li> <li>- Hoops</li> <li>- Whiteboards and pens</li> <li>- Play money</li> <li>- Baskets</li> <li>- Ladders (progression)</li> </ul>	<ul style="list-style-type: none"> <li>- RSE (respectful relationships)</li> <li>- Health Education (physical health and fitness)</li> <li>- Maths (measurement-money)</li> </ul>	Physical activity challenge
<b>PE progressions</b>	<p><b>1. Saving and spending:</b> Introduce money spots to the playing area. These represent spend. Pupils must dodge around the spots during the game. If they jump over a spot or step on a spot, they must pick it up and take it back to their 'jar'. If this is before they collect a ball, they are unable to collect a ball. If they have already collected a ball, they can keep the ball. At the end of the game, if teams have any money spots in their 'purse' they must deduct this money value from their total.</p> <p><b>2. Recording and tracking savings:</b> Remove the 'share the jar' element of the game, so teams only focus on collecting rugby balls from the centre. Place a ladder in front of each team's hoop, in the direction of the centre. Pupils run out one at a time, performing quick feet through the ladder, before collecting a rugby ball. When they pick up the rugby ball they must perform 5 passes around their body before running back through their ladder to their hoop. This time, teams must record their savings total while the game is in flow, with the winning team being the first to reach their savings target by shouting 'savings!'</p>				

## Week 2



Financial learning intention	Success criteria	Key money vocab	Lesson resources	Cross curricular links	Home learning
To be able to make simple spending decisions through effective decision-making	<ul style="list-style-type: none"> <li>- Explain the difference between something I need and something I might want</li> <li>- Understand I can't always have what I want</li> <li>- Recognise that people may make different choices about how to save and spend money</li> <li>- Begin to make choices about spending based on personal and team priorities</li> </ul>	<ul style="list-style-type: none"> <li>- Need and want</li> <li>- Prioritising</li> <li>- Compromise</li> <li>- Nice to have</li> <li>- Budget</li> <li>- Essential</li> <li>- Cost</li> <li>- Afford</li> <li>- Spend</li> <li>- Save</li> </ul>	<ul style="list-style-type: none"> <li>- Money and Movement Tracker</li> <li>- Try it! Convert it!</li> <li>- Class wall tracker</li> <li>- Class poster week 2</li> <li>- Lesson slides</li> <li>- Rugby ambassador video</li> <li>- Rugby <i>needs and wants</i> sheet</li> </ul>	PSHE (economic wellbeing)	Everyday decisions and priorities
<b>PE learning intention</b>					
To pick up, carry an object, evade and tag others when moving with speed and agility	<ul style="list-style-type: none"> <li>- Run and change direction at speed (building on lesson 1)</li> <li>- Change pace effectively to pick up an object with control</li> <li>- Defend space and protect tags</li> <li>- Make decisions on spending choices (<i>needs and wants</i>) and protecting money (tags and team mates)</li> </ul>	<ul style="list-style-type: none"> <li>- Evade</li> <li>- Dodge</li> <li>- Agility</li> <li>- Speed</li> <li>- Ball carrying</li> <li>- Attack</li> <li>- Defend</li> <li>- Tag</li> <li>- Try</li> </ul>	<ul style="list-style-type: none"> <li>- Ladders</li> <li>- Cones</li> <li>- Sponge rugby balls</li> <li>- Rugby balls</li> <li>- Hoops</li> <li>- Tags</li> <li>- Pictures of <i>needs and wants</i></li> <li>- Needs/wants heading cards</li> <li>- Sponge rugby balls</li> </ul>	<p>RSE (respectful relationships)</p> <p>Health Education (physical health and fitness)</p>	Physical activity challenge
<b>PE Progressions</b>	<p><b>1. Prioritising:</b> Repeat the activity. This time if a player has their tag taken, the opposition don't give it back. If they lose both tags during the game, they lose the ability to collect (buy) <i>needs and wants</i>. How does this rule affect their decision-making? What information will they take into consideration? E.g. How much they 'need' the items and if they still want to risk going for 'wanted' items. What role will they take on when they can't collect?</p> <p><b>2. Working for wants:</b> Separate the <i>needs and wants</i> balls, and place in different hoops. Make sure that the <i>wants</i> hoop is placed much further away to reflect that <i>wants</i> can sometimes be further out of reach. Consider also introducing a rule that before pupils can take a <i>want</i> they must have performed 5 jumps while travelling.</p>				





## Week 3

Financial learning intention	Success criteria	Key money vocab	Lesson resources	Cross curricular links	Home learning
To be able to describe different ways to purchase and pay for items that don't involve cash	<ul style="list-style-type: none"> <li>- Recognise that cash is only one way to pay for goods and services</li> <li>- Know that a debit card is used to spend money from a current account</li> <li>- Know that a credit card is used to borrow money that has to be paid back</li> <li>- Describe how purchases can be made face to face and remotely using technology, understanding PIN and contactless ways to pay</li> </ul>	<ul style="list-style-type: none"> <li>- Make money</li> <li>- Notes and coins</li> <li>- Debit card</li> <li>- Credit card</li> <li>- Gift card</li> <li>- Transaction</li> <li>- Interest</li> <li>- Borrowing</li> <li>- Bank account</li> <li>- Value</li> <li>- Cost</li> <li>- Choice</li> <li>- Price</li> </ul>	<ul style="list-style-type: none"> <li>- Money and Movement Tracker</li> <li>- Try it! Convert it!</li> <li>- Class wall tracker</li> <li>- Class poster week 3</li> <li>- Lesson slides</li> <li>- Notes and coins</li> <li>- 'Ways to pay' cut outs</li> <li>- HSBC wallet</li> </ul>	PSHE (economic wellbeing)	Trip planning and spending decisions
<b>PE learning intention</b>					
To pass accurately and receive safely in order to keep possession	<ul style="list-style-type: none"> <li>- Experiment with different ways of passing</li> <li>- Pass to your partner's target accurately, hands follow the pass</li> <li>- Decide when, where and how to pass</li> <li>- Talk and signal to team mates</li> </ul>	<ul style="list-style-type: none"> <li>- Pass</li> <li>- Receive</li> <li>- Send</li> <li>- Try</li> </ul>	<ul style="list-style-type: none"> <li>- Cones</li> <li>- Sponge rugby balls</li> <li>- Rugby balls</li> <li>- Hoops</li> <li>- Whiteboards and pens</li> </ul>	RSE (respectful relationships)  Health Education (physical health and fitness)	Physical activity challenge
<b>PE Progressions</b>	<p><b>1. Credit card interest</b> – Place 1 hoop at the end of the playing area. This represents a larger spend of £35 (VIP tickets). We don't have enough money in our current account to afford this, so can't use our debit card. We need to put it on a credit card. The longer it takes to pay back the borrowed money, the more interest is accrued, so speed as well as accuracy is of the essence. Teams work within a set time frame to count back from £35 to complete enough passes to pay off the bill, but every 30 seconds, a charge of £1 is added on (centrally timed by the teacher). When teams reach the amount, the player with the ball runs to the hoop to make the transaction try.</p> <p><b>2. Unexpected spend</b> - Introduce a defender to the game in a 4 v 1 situation. Pupils will need to focus on accuracy and when to pass. The defender can only intercept not tag. If the defender makes the interception this results in a further £2 deduction on top of their spend.</p>				

## Week 4



Financial learning intention	Success criteria	Key money vocab	Lesson resources	Cross curricular links	Home learning
To understand budgets and the importance of sticking to them	<ul style="list-style-type: none"> <li>- Use simple financial information to plan and manage a budget and keep track of spending.</li> <li>- Know how to manage money and the influences on saving and spending</li> <li>- Describe how people make choices about spending money</li> <li>- Be able to research where to buy things and make comparisons between prices when deciding which is best value for money</li> </ul>	<ul style="list-style-type: none"> <li>- Needs</li> <li>- Wants</li> <li>- Priorities</li> <li>- Cost</li> <li>- Afford</li> <li>- Budget</li> <li>- Within budget</li> <li>- Over budget</li> <li>- Underspend</li> <li>- Overspend</li> <li>- Income</li> <li>- Outgoings</li> </ul>	<ul style="list-style-type: none"> <li>- Money and Movement Tracker</li> <li>- Try it! Convert it!</li> <li>- Class wall tracker</li> <li>- Class poster week 4</li> <li>- Lesson slides</li> <li>- HSBC sevens tournament video</li> <li>- Festival items refreshments sheet</li> <li>- Festival items equipment sheet</li> </ul>	Maths (measurement-money)	Sticking to a budget: Meal planning
<b>PE learning intention</b>					
To pass and move, creating space and moving forwards	<ul style="list-style-type: none"> <li>- Pass while on the move</li> <li>- Pass to your partner's target accurately, using a backwards pass with your hands following the pass</li> <li>- Decide when and where to pass and move</li> <li>- Take responsibility for tracking passes</li> </ul>	<ul style="list-style-type: none"> <li>- Space</li> <li>- Send</li> <li>- Receive</li> <li>- Try</li> </ul>	<ul style="list-style-type: none"> <li>- Hoops</li> <li>- Sponge rugby balls</li> <li>- Blue/yellow rugby balls</li> <li>- Green/yellow rugby balls</li> <li>- Whiteboards and pens</li> <li>- Money &amp; Movement Tracker</li> <li>- Budget planning list</li> </ul>	RSE (respectful relationships)  Health Education (physical health and fitness)	Physical activity challenge
<b>PE Progressions</b>	<p><b>1. Unexpected cost</b> – Play the 'Financial progression' version of the game as set out in the lesson plan. This time two teams are allocated to a pitch. <b>Team 1</b> plays as before, members in groups of 3, passing and moving to shop their items/score their try in the hoops. <b>Team 2</b> spreads out along the sidelines (allocate players to different thirds). Sponge balls placed along the sideline. <b>One player in team 2</b> is designated as referee. The referee must ensure the game is safe and can shout 'stop' to pause if there are too many loose balls on the pitch. <b>Team 2</b> represents 'unexpected spend' and players can throw their sponge ball at the player holding the rugby ball (below the knee). They can only throw when the team player moves into their third. Any hit, and team 1's ball goes out of play and they lose it from their budget. <b>Team 1</b> returns to start line and re-sets. <b>Team 2</b> players cannot go onto the pitch to pick up any balls. They can however pick up and throw any that come over the side lines. The game finishes once team 1 players score all of their tries. How badly was their budget hit? Did they still manage to get enough items for the festival?</p>				

## Week 5



Financial learning intention	Success criteria	Key money vocab	Lesson resources	Cross curricular links	Home learning
To know what fraud is and how to be in control of own money	<ul style="list-style-type: none"> <li>- Explain what fraud is and how fraudsters work</li> <li>- Know ways to protect and keep money safe</li> <li>- Be able to express how loss can feel and the emotions people may experience</li> </ul>	<ul style="list-style-type: none"> <li>- Protect</li> <li>- Secure</li> <li>- Fraudsters</li> <li>- Fraud</li> <li>- Phishing</li> <li>- Smishing</li> <li>- Vishing</li> <li>- Money mules</li> <li>- PIN</li> <li>- Scam</li> </ul>	<ul style="list-style-type: none"> <li>- Money and Movement Tracker</li> <li>- Try it! Convert it!</li> <li>- Class wall tracker</li> <li>- Class poster week 5</li> <li>- Lesson slides</li> </ul>	RSE (respectful relationships, online relationships, being safe)	<ul style="list-style-type: none"> <li>- Spotting the clues of fraud</li> <li>- Sportsmanship and cheating in sport</li> </ul>
<b>PE learning intention</b>					
To combine passing and moving, under pressure to create attacking opportunities	<ul style="list-style-type: none"> <li>- Make a pass when your team mate is in space and ready to receive</li> <li>- Move into space where you can receive the ball safely and signal for the pass</li> <li>- Work as a team to protect the player with the ball</li> <li>- Keep going even if you lose the ball</li> </ul>	<ul style="list-style-type: none"> <li>- Pass</li> <li>- Receive</li> <li>- Space</li> <li>- Attack</li> <li>- Defence</li> <li>- Supporting player</li> <li>- Defence</li> </ul>	<ul style="list-style-type: none"> <li>- Fraud bibs</li> <li>- Tag belts</li> <li>- Rugby balls</li> <li>- Sponge rugby balls</li> <li>- Floor spots</li> <li>- Whiteboards</li> <li>- Whiteboard pens</li> </ul>	Health Education (physical health and fitness)	Physical activity challenge
<b>PE Progressions</b>	<ol style="list-style-type: none"> <li><b>1. Having a plan</b>- Allow the children time to reflect as a team on their attacking role from the first game. Get them to make a 'game plan' to provide structure to their approach. Did the game go to plan? How did they have to adapt in relation to the defenders and situation?</li> <li><b>2. Keep to the rules</b>- Recap on the playing rules that the attacking team must adhere to in order to keep safe e.g. they must stay inside the playing area, they must pass backwards, all players must touch the ball at least twice before reaching the end try zone. If an attacking team breaks any of these rules, £2 is deducted from their saving total.</li> <li><b>3. Playing by the rules</b> - The teacher secretly tells each defending team member that they no longer need to stay within their zone. How long does it take for the attacking team to realise the defenders are not playing by the rules? How does it change the game? How does it make them feel?</li> </ol>				

## Week 6



Financial learning intention	Success criteria	Key money vocab	Lesson resources	Cross curricular links	Home learning
To understand the need to plan for the future and the importance of savings	<ul style="list-style-type: none"> <li>- Celebrate the skills and qualities and understand how these could link to own future</li> <li>- Recognise that the choices made about money and work will affect own future</li> <li>- Know that money is deducted from earnings to provide the things we all need in life</li> <li>- Recognise the link between work, money and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>- Skills</li> <li>- Goals</li> <li>- Budget</li> <li>- Salary</li> <li>- Income</li> <li>- Future planning</li> <li>- Deductions</li> <li>- Earn</li> <li>- Choice</li> <li>- Cost</li> <li>- Work</li> <li>- Save</li> </ul>	<ul style="list-style-type: none"> <li>- Money and Movement Tracker</li> <li>- Try it! Convert it!</li> <li>- Class wall tracker</li> <li>- Class poster week 6</li> <li>- A5 medal cut out</li> <li>- Lesson slides</li> </ul>	History (significant individuals) PSHE (stereotypes) Maths (measurement) SMSC (Character education)	Researching jobs
<b>PE learning intention</b>					
To apply learned skills in a game of tag rugby	<ul style="list-style-type: none"> <li>- Pass and receive a ball effectively whilst on the move</li> <li>- Run and change direction at speed</li> <li>- Create and defend space</li> <li>- Make decisions on when and who to pass to</li> <li>- Support the player on the ball</li> </ul>	<ul style="list-style-type: none"> <li>- Space</li> <li>- Pass</li> <li>- Receive</li> <li>- Attack</li> <li>- Defence</li> <li>- Speed</li> <li>- Agility</li> <li>- Tag</li> <li>- Try</li> </ul>	<ul style="list-style-type: none"> <li>- Cones</li> <li>- Floor spots</li> <li>- Foam dice</li> <li>- Tag belts</li> <li>- Rugby balls</li> <li>- Whistles</li> <li>- Whiteboards and pens</li> </ul>	RSE (respectful relationships) Health Education (physical health and fitness)	Physical activity challenge
<b>PE progressions</b>	<ol style="list-style-type: none"> <li><b>1. Work ethic</b> – Repeat the activity. This time tries score according to how many defenders are on the pitch. 1 defender, 1 point; 2 defenders, 2 points.</li> <li><b>2. Future planning</b> – Introduce a half-time team talk into the game. Teams have a chance to re-group, consider their strategy and tactics. What role is everyone playing? Do they have a scoring goal or are they aiming to win?</li> </ol>				

## STEP principles

Invasion games like rugby involve sending, receiving, movement, travelling with the ball and decision-making. Watch the activities carefully, asking yourself the following questions:

- Is the activity safe?  
(Watch for loose balls or players being too rough when chasing tags)
- Are all the players engaged and having fun?
- Are all players working at an appropriate level (challenged or supported)?
- Is participation being maximised?  
(Small sided games ensure lots of activity and opportunities for practise)

If the answer to any of these questions is no, use the STEP principles outlined below to change the game.



**S**  
Space



**T**  
Task



**E**  
Equipment



**P**  
People

### Space

- Static in personal space
- Moving in general space
- Distance between or to something
- Size of target, goals and distance to them
- Levels
- Use of zoned area to create safe areas in catch or catch-or tag-type games

#### Adaptation of playing area

More space gives more reaction time, less space demands higher mobility skill level, dodging, marking

### Task

#### The action itself:

- Running or jumping
- Throwing under- or over-arm
- Pass the ball backwards only
- Combined actions, for example running and then grounding a ball

#### How it is performed:

- Fast or slow
- Timed or at leisure
- Co-operatively or competitively

### Equipment

- The size and shape of balls  
Rugby balls are easy to carry, but unpredictable when they bounce
- Vary the texture e.g. sponge  
Travel more slowly, easier to catch
- Weight – ensure the rugby balls are the right size and weight for players. Provide a variety of balls
- Change the size of the hoops used as targets

### People

#### By type:

- Independently
- In groups
- In pairs
- In teams
- With friends
- In unequal teams
- Increasing numbers as the game progresses

#### People with:

- Different/same roles
- Different/same ability
- Different/same size

## Rugby and Financial Glossary

### Rugby Terms

**Agility** – Someone who is agile and can move quickly and easily.

**Attacker** – A player whose main task is to score against the opposite team.

**Defender** – A defender in a game such as rugby is a player whose main task is to try and stop the other side scoring.

**Dodge** – If you dodge, you move suddenly, often to avoid being hit.

**Conversion** – A conversion is kicking the ball over the goal after a try has been scored. A conversion is worth 2 points.

**Pass** – A pass is to transfer a ball to a teammate by throwing it. Passes in rugby must not travel forwards.

**Receive** – Catch a ball.

**Score a try** – Place a ball on the ground behind the goal line. A try is worth 5 points.

**Scrum** – A scrum is a tight group formed by players from both sides pushing against each other with their heads down in an attempt to get the ball.

**Speed** – The speed of something is the rate at which it moves or travels.

**Strategy** – Game plan.

**Supporting player** – A player who moves with a ball carrier to receive a pass.

**Tactics** – Decisions made in the moment during a game.

### Financial Learning Terms

**Afford** – Being able to afford something means having enough money to buy it without borrowing from someone else. If someone has money, but says they 'can't afford' something, it may be because the money they have needs to be saved or spent on something else.

**Bank Account** – A bank account is a service provided by a bank or building society to keep your money safe. Your bank will send you a record of how much money you have given them to look after in your bank account, which is known as a bank statement. You can pay money into your bank account to save it, take money out when you need it, and pay bills through your account. When you leave money in your account, some banks pay you interest.

**Borrow** – If you borrow money from someone or from a bank they give it to you and you agree to pay it back at some time in the future.

**Budget** – A budget is a plan that helps you to keep track of your money and know how much you can afford to spend. If you have a set budget for buying something this is the amount of money you have available to spend.

**Coins** – Coins are small, flat pieces of metal with different amounts on them that are used as money. In the UK, there are coins for the following amounts: £2, £1, 50p, 20p, 10p, 5p, 2p and 1p. Coins are often bronze, silver or gold in colour and come in different shapes and sizes.

**Cost** – The amount of money that is needed to buy something, do something or make something is known as the cost.

**Credit card** – A credit card is a small plastic card available to people 18 years old and older from most banks, which allows you to borrow money up to a certain limit. A credit card lets you buy something without having to pay for it right away. Every month you are sent a statement to show how much you have borrowed and how much you need to repay. If you don't repay the full amount, you will start paying interest.

**Debit card** – A debit card is a small plastic card used to pay for things in a shop or online without using cash or a cheque. You can also use your debit card to take cash out of your bank account from a cash machine. When you make a payment or take cash out with your debit card, the money is taken straight out of your account electronically, if you have the money available to spend. You cannot borrow money on a debit card.

**Earn** – To earn money means to get money in return for work that you do.

**Fraud** – Fraud takes place when someone pretends to be you to get access to your money. A scam is when someone tricks you into giving them money often by pretending to be someone you can trust.

**Fraudster** – Someone who commits the crime of fraud.

**Gift card** – A gift card is a small plastic card with a specified amount of money on it, which can be given to someone as a gift and used to pay for things.

**Income** – Income is any money that comes to you through earnings, gifts, selling things you own, from your parents etc.

**Interest** – Interest is an amount of money sometimes paid to you based on the amount of money you keep in a bank or building society account. It is also the cost you pay when you borrow money through a loan or a credit card.

**Job** – A job is work that someone does, usually to earn money. People may have jobs for reasons other than money. However, people are usually paid for the jobs they do.

**Money mule** – A money mule is a person who transfers stolen money on behalf of others, usually through their bank account.

**Needs** – Needs are the things you really cannot do without. A 'need' might be something such as food, clothes or a place to live.

**Notes** – Notes are pieces of flexible plastic or paper with different amounts on them that are used as money. In the UK, there are notes for the following amounts: £5, £10, £20 and £50.

**Overspend** – When you spend more money than you have budgeted for.

**Phishing** – This is where criminals trick people into giving them their account information by sending emails that look as if they come from someone you trust. The details can then be used to steal their identity in order to commit crimes.

**Priority** – A priority is the most important thing you have to do or deal with before everything else. A spending priority might be something you need to buy, before you can spend money on something you want.

**Salary** – A salary is an amount of money paid to an employee for a job, usually paid directly to their bank account every week or month.

**Save** – To save means to put money aside to use in the future. Saving can also mean that you are spending less than you usually would on something. For example, if you receive £10 and put £3 aside in a money box or bank account for later.

**Smishing** – This is where text messages are sent to try and get people to pay money or click on fraudulent links.

**Underspend** – Where you spend less money than you intend to.

**Vishing** – This is where scammers will try and talk you into sharing information or sending them money by pretending to be bank staff or other people you might trust.

**Want** – A want is something you would like to have because you enjoy or like it, but you do not need it.

**Work** – Work often refers to a job that someone does, which they are usually paid to do.





**HSBC** | Rugby Counts

