



PSHE PROGRESSION DOCUMENT

Progression of Skills and Knowledge

Highfield Community Primary School

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PSHE Progression

Three and
Four Year-
Olds

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

Reception		<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine – being a safe pedestrian • Thinking about what it means to be a valued person. • Exploring the differences between us that make each person unique. • Considering the perspectives and feelings of others. • Learning to work as a member of a team. • Developing listening skills
ELG	Self-regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow

		instructions involving several ideas
	Managing self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Families and Relationships EYFS & KS1

PSHE Sub Strands	EYFS (Skills)	EYFS (Knowledge)	Year 1 (Skills)	Year 1 (Knowledge)	Year 2 (Skills)	Year 2 (Knowledge)
Family	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p>	<p><i>To name and describe the different members of our families.</i></p> <p><i>To understand that all families are valuable and special.</i></p>	<p>Exploring how families are different to each other.</p> <p>To understand that families look after us.</p>	<p><i>To know some words to describe how people are related (eg. aunty, cousin).</i></p> <p><i>To know that some information about me and my family is personal.</i></p>	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p>	<p><i>To know that families can be made up of different people.</i></p> <p><i>To know that families may be different to my family.</i></p>
Friendships	<p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p>	<p><i>To know that we share toys so that everyone feels involved and no one feels left out or upset.</i></p>	<p>Exploring how friendship problems can be overcome. Exploring friendly behaviours.</p> <p>To understand some characteristics of a positive friendship.</p>	<p><i>To understand some characteristics of a positive friendship.</i></p> <p><i>To understand that friendships can have problems but that these can be overcome.</i></p>	<p>Understanding difficulties in friendships and discussing action that can be taken.</p>	<p><i>To know some problems which might happen in friendships.</i></p> <p><i>To understand that some problems in friendships might be more serious and need addressing.</i></p>
Respectful Relationships	<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between</p>	<p><i>To understand that different people like different things.</i></p>	<p>Recognising how other people show their feelings. Identifying ways we can care for others when they are sad.</p>	<p><i>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</i></p>	<p>Learning how other people show their feelings and how to respond to them. Exploring the conventions of</p>	<p><i>To understand some ways people show their feelings.</i></p> <p><i>To understand what good manners are.</i></p>

	<p>us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Developing listening skills</p>	<p><i>To understand that all people are valuable.</i></p> <p><i>To know that it is important to help, listen and support others when working as a team.</i></p> <p><i>To know that it is important to tell the truth.</i></p>	<p>Exploring the ability to successfully work with different people.</p>		<p>manners in different situations.</p>	<p><i>To understand some stereotypes related to jobs.</i></p>
Change and Loss	N/A	N/A	N/A	N/A	<p>Exploring how loss and change can affect us.</p>	<p><i>To know that there are ways we can remember people or events.</i></p>
Key vocabulary			<p>Behaviour</p> <p>Care</p> <p>Emotions</p> <p>Growth mind-set</p> <p>Feelings</p> <p>Friend</p> <p>Friendly</p> <p>Problem</p>		<p>Emotions</p> <p>Family</p> <p>Feelings</p> <p>Friendship</p> <p>Love</p> <p>Manners</p> <p>Respect</p>	

Families and Relationships LKS2

PSHE Sub Strands	Year 3 (Skills)	Year 3 (Knowledge)	Year 4 (Skills)	Year 4 (Knowledge)
Family	Learning that problems can occur in families and that there is help available if needed.	<i>To know that I can talk to trusted adults or services such as Child line if I experience family problems.</i>	Using respectful language to discuss different families.	<i>To know that families are varied in the UK and across the world.</i>
Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	<i>To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event.</i> <i>To know that violence is never the right way to solve a friendship problem.</i>	Exploring physical and emotional boundaries in friendships.	<i>To understand the different roles related to bullying including victim, bully and bystander.</i> <i>To understand that everyone has the right to decide what happens to their body.</i>
Respectful Relationships	Identifying who I can trust. Learning about the effects of non-verbal communication. Exploring the negative impact of stereotyping..	<i>To know that trust is being able to rely on someone and it is an important part of relationships.</i> <i>To know the signs of a good listener.</i> <i>To understand how to listen carefully and why listening is important.</i> <i>To understand that there are similarities and differences between people.</i>	Exploring how my actions and behaviour can affect other people.	<i>To understand the courtesy and manners which are expected in different scenarios.</i> <i>To understand some stereotypes related to disability.</i>

		<i>To understand some stereotypes related to age.</i>		
Change and Loss	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	<i>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</i>
Key vocabulary	<ul style="list-style-type: none"> Bullying Communicate Empathy Open questions Similar Solve Stereotype Sympathy Trust 		<ul style="list-style-type: none"> Act of kindness Authority Bereavement Bullying Bystander Manners Permission Respect Stereotype 	

Families and Relationships UKS2

PSHE Sub Strands	Year 5 (Skills)	Year 5 (Knowledge)	Year 6 (Skills)	Year 6 (Knowledge)
Family	Identifying ways families might make children feel unhappy or unsafe.	<p><i>To know that marriage is a legal commitment and is a choice people can make.</i></p> <p><i>To know that if I have a problem, I can call Child Line on 0800 1111.</i></p>	N/A	N/A
Friendships	<p>Exploring the impact that bullying might have.</p> <p>Exploring issues which might be encountered in friendships and how these might impact the friendship.</p>	<p><i>To know what attributes and skills make a good friend.</i></p> <p><i>To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.</i></p>	Identifying ways to resolve conflict through negotiation and compromise.	<p><i>To know that a conflict is a disagreement or argument and can occur in friendships.</i></p> <p><i>To understand the concepts of negotiation and compromise.</i></p>
Respectful Relationships	<p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Exploring our positive attributes and being proud of these (self-respect).</p>	<p><i>To understand that positive attributes are the good qualities that someone has.</i></p> <p><i>To know that stereotypes can be unfair, negative and destructive.</i></p> <p><i>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</i></p>	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	<p><i>To understand what respect is.</i></p> <p><i>To understand that everyone deserves respect but respect can be lost.</i></p> <p><i>To understand that stereotypes can lead to bullying and discrimination.</i></p>

Change and Loss	N/A	N/A	To know that grief is the process people go through when someone close to them dies.	<p><i>To understand that loss and change can cause a range of emotions.</i></p> <p><i>To know that grief is the process people go through when someone close to them dies.</i></p>
Key Vocabulary	<p>Attributes</p> <p>Bullying</p> <p>Bystander</p> <p>Cyberbullying</p> <p>Marriage</p> <p>Secret</p> <p>Wedding</p>		<p>Authority</p> <p>Conflict</p> <p>Earn</p> <p>Grieving</p> <p>Resolve</p> <p>Respect</p> <p>Stereotype</p>	

Health and Wellbeing EYFS & KS1

PSHE Sub Strands	EYFS (Skills)	EYFS (Knowledge)	Year 1 (Skills)	Year 1 (Knowledge)	Year 2 (Skills)	Year 2 (Knowledge)
Health and prevention	Discussing ways that we can take care of ourselves.	<i>To know that having a naturally colourful diet is one way to try and eat healthily,</i>	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	<i>To understand we can limit the spread of germs by having good hand hygiene.</i> <i>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</i> <i>To know that certain foods and other things can cause allergic reactions in some people.</i>	Exploring the effect that food and drink can have on my teeth.	<i>To know that food and drinks with lots of sugar are bad for our teeth.</i>
Physical health and wellbeing	Exploring how exercise affects different parts of the body.	<i>To know that exercise means moving our body and is important.</i> <i>To know that yoga can help our bodies and minds relax,</i>	Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	<i>To know that sleep helps my body to repair itself, to grow and restores my energy.</i>	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to	<i>To explain the importance of exercise to stay healthy.</i> <i>To understand the balance of foods we need to keep healthy.</i> <i>To know that breathing techniques can be a useful strategy to relax.</i>

					aid relaxation.	
Mental wellbeing	<p>Identifying how characters within a story may be feeling.</p> <p>Identifying and expressing my own feelings.</p> <p>Exploring coping strategies to help regulate emotions.</p> <p>Exploring different facial expressions and identifying the different feelings they can represent.</p> <p>Exploring ways to moderate behaviour, socially and emotionally.</p> <p>Coping with challenge when problem solving.</p>	<p><i>To name some different feelings and emotions.</i></p> <p><i>To know that I am a valuable individual.</i></p> <p><i>To know that facial expressions can give us clues as to how a person is feeling.</i></p> <p><i>To know that I can learn from my mistakes.</i></p> <p><i>To know some strategies to calm down.</i></p>	<p>Identifying personal strengths and qualities.</p> <p>Identifying different ways to manage feelings.</p>	<p><i>To know that strengths are things we are good at.</i></p> <p><i>To know that qualities describe what we are like.</i></p> <p><i>To know the words to describe some positive and negative emotions.</i></p>	<p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mind-set.</p> <p>Developing an understanding of self-respect.</p>	<p><i>To know that we can feel more than one emotion at a time.</i></p> <p><i>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</i></p>
			<p>Allergy</p> <p>Emotions</p> <p>Feelings</p> <p>Germ</p> <p>Ill (poorly)</p>		<p>Diet</p> <p>Exercise</p> <p>Goal</p> <p>Growth mindset</p> <p>Healthy</p>	

		Qualities Relax	Physical activity Relaxation Skill Strengths
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Health and Wellbeing LKS2				
PSHE Sub Strands	Year 3 (Skills)	Year 3 (Knowledge)	Year 4 (Skills)	Year 4 (Knowledge)
Health and prevention	Discussing why it is important to look after my teeth.	<i>To understand ways to prevent tooth decay.</i>	Developing independence in looking after my teeth.	<i>To know key facts about dental health.</i>
Physical health and wellbeing	Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	<i>To understand the positive impact relaxation can have on the body.</i> <i>To know the different food groups and how much of each of them we should have to have a balanced diet.</i>	Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation.	<i>To know that visualisation means creating an image in our heads.</i>
Mental wellbeing	Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others.	<i>To understand the importance of belonging.</i> <i>To understand what being lonely means and that it is not the same as being alone.</i>	Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier.	<i>To know that different job roles need different skills and so some roles may suit me more than others.</i> <i>To know that it is normal to experience a range of emotions.</i>

	<p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p><i>To understand what a problem or barrier is and that these can be overcome.</i></p>	<p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>	<p><i>To know that mental health refers to our emotional wellbeing, rather than physical.</i></p> <p><i>To understand that mistakes can help us to learn.</i></p> <p><i>To know who can help if we are worried about our own or other people's mental health</i></p>
	<p>Alone Balance Barriers Belonging Identity Lonely Resilience</p>		<p>Fluoride Healthy Mental health Negative emotions Positive emotions Relaxation Resilience Skill Visualise</p>	

Health and Wellbeing UKS2				
PSHE Sub Strands	Year 5 (Skills)	Year 5 (Knowledge)	Year 6 (Skills)	Year 6 (Knowledge)
Health and prevention	Developing independence for protecting myself in the sun.	<i>To understand the risks of sun exposure.</i>	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	<i>To understand that vaccinations can give us protection against disease.</i> <i>To know that changes in the body could be possible signs of illness.</i>
Physical health and wellbeing	Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	<i>To know that relaxation stretches can help us to relax and de-stress.</i> <i>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</i> <i>To know that what we do before bed can affect our sleep quality.</i>	Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.	<i>To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</i> <i>To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</i>
Mental wellbeing	Taking responsibility for my own feelings.	<i>To understand what can cause stress.</i> <i>To understand that failure is an important part of success.</i>	Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.	<i>To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</i> <i>To know the effects technology can have on mental health.</i>
Key Vocabulary	fail goal protect		antibodies growth mindset habit	

	<p>relaxation responsibility steps calories</p>	<p>qualities responsibility skill vaccination</p>
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Safety and the changing body EYFS & KS1

PSHE Sub Strands	EYFS (Skills)	EYFS (Knowledge)	Year 1 (Skills)	Year 1 (Knowledge)	Year 2 (Skills)	Year 2 (Knowledge)
Being safe (including online)	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p><i>To know that some rules are in place to keep us safe.</i></p> <p><i>To know how to behave safely on the pavement and when crossing roads with an adult.</i></p>	<p>Practising what to do if I get lost. Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>	<p><i>To know that some types of physical contact are never appropriate.</i></p> <p><i>To know what to do if I get lost.</i></p> <p><i>To know that a hazard is something which could cause an accident or injury.</i></p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p><i>To know the PANTS rule.</i></p> <p><i>To know that I should tell an adult if I see something which makes me uncomfortable online.</i></p> <p><i>To understand the difference between secrets and surprises.</i></p> <p><i>To know the rules for crossing the road safely</i></p>
Drugs, alcohol and tobacco	N/A	N/A	Learning what is and is not safe to put in or on our bodies.	<i>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</i>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p><i>To know that medicine can help us when we are ill.</i></p> <p><i>To understand that we should only take medicines when a trusted adult says we can.</i></p>

The changing adolescent body	N/A	N/A	N/A	N/A	N/A	<i>To know the names of parts of my body including private parts.</i>
Basic first aid	N/A	N/A	Practising making an emergency phone call.	<p><i>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</i></p> <p><i>To know that the emergency services are the police, fire service and the ambulance service.</i></p>	N/A	N/A
Key vocabulary			Emergency Medicine	Medicine Pedestrian Private Secret Surprise		

Safety and the changing body LKS2

PSHE Sub Strands	Year 3 (Skills)	Year 3 (Knowledge)	Year 4 (Skills)	Year 4 (Knowledge)
Being safe (online)	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	<p><i>To understand that cyberbullying is bullying which takes place online.</i></p> <p><i>To know the signs that an email might be fake.</i></p> <p><i>To know the rules for being safe near roads.</i></p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p><i>To understand that there are risks to sharing things online.</i></p> <p><i>To know the difference between private and public.</i></p>
Drugs, alcohol and tobacco	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p><i>To understand that other people can influence our choices.</i></p>	<p>Discussing the benefits of being a non-smoker.</p>	<p><i>To understand the risks associated with smoking tobacco.</i></p>
The changing adolescent body	N/A	N/A	<p>Discussing some physical and emotional changes during puberty.</p> <p>(Depending on cohort)</p>	<p><i>To understand the physical changes to both male and female bodies as people grow from children to adults.</i></p> <p><i>(Depending on cohort)</i></p>
Basic first aid	<p>Learning what to do in a medical emergency,</p>	<p><i>To know that bites or stings can sometimes cause an allergic reaction.</i></p>	<p>Learning how to help someone who is having an asthma attack.</p>	<p><i>To know that asthma is a condition which causes the airways to narrow.</i></p>

	including calling the emergency services.	<i>To know that it is important to maintain the safety of myself and others, before giving first aid.</i>		
Key vocabulary	Allergic Bullying Cyberbullying Fake Influence		Breasts Genitals Hygiene penis – if selected to be taught in Y4 puberty – if selected to be taught in Y4 testicles – if taught in Y4 Private	

Safety and the changing body UKS2

PSHE Sub Strands	Year 5 (Skills)	Year 5 (Knowledge)	Year 6 (Skills)	Year 6 (Knowledge)
Being safe (online)	Developing an understanding of how to ensure relationships online are safe.	<i>To know the steps to take before sending a message online (using the THINK mnemonic).</i> <i>To know some of the possible risks online.</i>	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.	<i>To understand that online relationships should be treated in the same way as face to face relationships.</i> <i>To know where to get help with online problems.</i>
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	<i>To know some strategies I can use to overcome pressure from others and make my own decisions.</i>	Discussing the reasons why adults may or may not drink alcohol.	<i>To understand the risks associated with drinking alcohol.</i>
The changing adolescent body	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	<i>To understand the process of the menstrual cycle.</i> <i>To know the names of the external sexual parts of the body and the internal reproductive organs.</i> <i>To know that puberty happens at different ages for different people.</i>	Discussing problems which might be encountered during puberty and using knowledge to help.	<i>To understand how a baby is conceived and develops.</i>
Basic first aid	Learning about how to help someone who is bleeding.	<i>To know how to assess a casualty's condition.</i>	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.	<i>To know how to conduct a primary survey (using DRSABC).</i>

Key Vocabulary	Breasts Erection Penis Genitals Scrotum Sperm duct Menstruation/periods Ovary Vagina Fallopian tube Nipples Uterus Womb Vulva	Alcohol Cyberbullying Trolling Breasts Erection Penis Genitals Scrotum Sperm duct Menstruation/periods Ovary Vagina Fallopian tube Nipples Uterus Womb Vulva Pregnant
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Citizenship EYFS & KS1

EYFS (Skills)	EYFS (Knowledge)	Year 1 (Skills)	Year 1 (Knowledge)	Year 2 (Skills)	Year 2 (Knowledge)
Beginning to understand why rules are important in school.	<p><i>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</i></p> <p><i>To understand that we all have similarities and differences and that make us special.</i></p> <p><i>To know that we all have different beliefs and celebrate special times in different ways</i></p>	<p>Recognising why rules are necessary and the consequences of not following rules.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people. Recognising the groups that we belong to.</p>	<p><i>To know the rules in school. To know that different pets have different needs.</i></p> <p><i>To understand the needs of younger children and that these change over time.</i></p> <p><i>To know that voting is a fair way to make a decision.</i></p> <p><i>To understand that people are all different and that this is a good thing.</i></p>	<p>Explaining why rules are in place in different settings.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p><i>To know some of the different places where rules apply.</i></p> <p><i>To know that some rules are made to be followed by everyone and are known as 'laws'.</i></p> <p><i>To know some of the jobs people do to look after the environment in school and the local community.</i></p> <p><i>To understand how democracy works in school through the school council.</i></p> <p><i>To understand that different groups of people make different contributions to the community.</i></p>

		care democracy different fair pet responsibility rule similar unique vote	election environment identity job opinion rule school council volunteer vote
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Citizenship LKS2

Year 3 (Skills)	Year 3 (Knowledge)	Year 4 (Skills)	Year 4 (Knowledge)
<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p><i>To understand the UN Convention on the Rights of the Child.</i></p> <p><i>To understand how recycling can have a positive impact on the environment.</i></p> <p><i>To know that the local council is responsible for looking after the local area.</i></p> <p><i>To know that elections are held where adults can vote for local councillors.</i></p> <p><i>To understand some of the consequences of breaking rules. To understand the role of charities in the community.</i></p>	<p>Discussing how we can help to protect human rights. Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p><i>To know that human rights are specific rights that apply to all people.</i></p> <p><i>To know some of the people who protect our human rights such as police, judges and politicians.</i></p> <p><i>To know that reusing items is of benefit to the environment.</i></p> <p><i>To understand that councillors have to balance looking after local residents and the needs of the council.</i></p> <p><i>To know that there are a number of groups which make up the local community.</i></p>
<p>Charity Community Consequence Democracy Environment Law Recycling Responsibility Rights</p>	<p>Authority Community Council Diversity Protect Reuse</p>		

Citizenship UKS2

Year 5 (Skills)	Year 5 (Knowledge)	Year 6 (Skills)	Year 6 (Knowledge)
<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p><i>To know what happens when someone breaks the law.</i></p> <p><i>To understand the waste hierarchy.</i></p> <p><i>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</i></p> <p><i>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</i></p> <p><i>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</i></p>	<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p><i>To know that education is an important human right. To know that our food choices can affect the environment.</i></p> <p><i>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</i></p> <p><i>To know that prejudice is making assumptions about someone based on certain information.</i></p> <p><i>To know that discrimination is treating someone differently because of certain factors.</i></p>
<p>Prime minister Trial Pressure group Human rights House of Commons Judge Jury Member of Parliament Environment</p>		<p>Concern Discrimination Environment Government Human Rights Ministers Prejudice Protected characteristics</p>	

Economic Wellbeing KS1

Year 1 (Skills)	Year 1 (Knowledge)	Year 2 (Skills)	Year 2 (Knowledge)
<p>Exploring how money is used by people.</p> <p>Discussing how to keep money safe.</p> <p>Discussing what to do if we find money.</p> <p>Exploring choices people make about money.</p> <p>Developing an understanding of how banks work.</p> <p>Listening to descriptions of professions.</p> <p>Thinking about questions they would like to ask others about their job.</p> <p>Describing what different people do in their jobs.</p>	<p><i>To know that people use money to buy things, including things they need and things they want.</i></p> <p><i>To know that coins and notes are types of money and have different values.</i></p> <p><i>To know that notes are higher in value than coins.</i></p> <p><i>To know that it is wrong to steal money.</i></p> <p><i>To know that money is valuable and needs to be looked after.</i></p> <p><i>To know that money should be stored in a safe place to keep it secure and should not be displayed in public places.</i></p> <p><i>To know that they should not show or give money to strangers.</i></p> <p><i>To know that they can ask adults they know and trust about money and where to store it safely.</i></p>	<p>Explaining adult money sources.</p> <p>Identifying whether something is a want or need.</p> <p>Comparing and contrasting 'wants' and 'needs'.</p> <p>Identifying the main features of bank account cards.</p> <p>Exploring personal skills and talents.</p> <p>Exploring the reasons why people choose certain jobs.</p> <p>Identifying some ways to make an environment inclusive and fair.</p> <p>Reflecting on the importance of individuality and diversity</p>	<p><i>To know that many adults earn money by having a job.</i></p> <p><i>To know some basic needs for survival, such as food, water and shelter.</i></p> <p><i>To know that a bank account is like a special place in a bank that keeps money safe until it is needed.</i></p> <p><i>To know that a bank account card is like a special key that unlocks a bank account to access the money inside.</i></p> <p><i>To know that saving money is when we keep some money and don't spend it straight away.</i></p> <p><i>To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.</i></p>

	<p><i>To know that banks are places where we can store our money. To know adults have jobs to help others and to earn money.</i></p> <p><i>To know that skills are things that we can do well and that everyone has different skills.</i></p> <p><i>To know that different jobs need different skills.</i></p>		
<p>Cash Earn Bank Save Skill Spend Value</p>	<p>Bank account card Diversity Government Income Want Need Quality Secure Skill Workplace</p>		

Economic Wellbeing LKS2

Year 3 (Skills)	Year 3 (Knowledge)	Year 4 (Skills)	Year 4 (Knowledge)
<p>Considering pros and cons of payment methods.</p> <p>Contemplating budgeting benefits.</p> <p>Planning and calculating within a budget.</p> <p>Discussing attitudes and feelings about money.</p> <p>Developing empathy in financial situations.</p> <p>Handling negative financial emotions.</p> <p>Making ethical spending decisions.</p> <p>Assessing impact of spending choices.</p> <p>Reflecting on future job based on goals.</p> <p>Challenging and understanding workplace stereotypes.</p> <p>Ranking factors influencing job choices.</p>	<p><i>To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets.</i></p> <p><i>To know that spending should be based on necessity, importance, and available budget.</i></p> <p><i>To know that budgeting is planning how to spend and save the money that you have available.</i></p> <p><i>To know that money can cause us to have positive and negative feelings.</i></p> <p><i>To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.</i></p> <p><i>To know that different jobs contribute to our society in different ways.</i></p> <p><i>To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on</i></p>	<p>Recognising value for money.</p> <p>Understanding differing opinions on spending.</p> <p>Recognising how to track money spent and saved.</p> <p>Understanding reasons for using a bank.</p> <p>Exploring how to safeguard money effectively.</p> <p>Identifying influences on job choices.</p> <p>Understanding careers can change.</p> <p>Challenging workplace stereotypes.</p>	<p><i>To know that getting value for money involves considering the cost, usefulness and quality of items.</i></p> <p><i>To know that purchases can be influenced by needs, wants, peer pressure, and advertising.</i></p> <p><i>To know that people often earn interest when they keep savings in a bank account.</i></p> <p><i>To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them.</i></p> <p><i>To know that people often change jobs or careers multiple times in their lives.</i></p> <p><i>To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies.</i></p>

	<p><i>gender, race, or other characteristics.</i></p> <p><i>To know that it is important to consider what they are good at and enjoy doing when choosing future careers.</i></p> <p><i>To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.</i></p>		
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<p>Budget</p> <p>Expense</p> <p>Feeling</p> <p>Qualification</p> <p>Save</p> <p>Spend</p> <p>Stereotype</p>	<p>Bank balance</p> <p>Bank statement</p> <p>Career</p> <p>Debit card</p>
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Economic Wellbeing UKS2

Year 5 (Skills)	Year 5 (Knowledge)	Year 6 (Skills)	Year 6 (Knowledge)
<p>Discussing money risks and management.</p> <p>Making and prioritising budgets.</p> <p>Discussing money's role in career choices.</p> <p>Assessing loan and borrowing responsibilities and suitability.</p>	<p><i>To know that being 'in debt' or 'having debt' means that you have spent more money than you have and owe money to others or the bank.</i></p> <p><i>To know the difference between money earned (income) and money spent (expenditure).</i></p>	<p>Developing emotional intelligence related to financial matters.</p> <p>Applying coping strategies for managing financial emotions.</p> <p>Assessing risks in both physical and digital financial environments.</p>	<p><i>To know that our emotions can be linked to money.</i></p> <p><i>To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information.</i></p>

<p>Implementing money safeguarding strategies.</p> <p>Navigating emotional implications in financial situations.</p> <p>Seeking guidance for financial dilemmas.</p> <p>Integrating factors to inform career decisions.</p>	<p><i>To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest.</i></p> <p><i>To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money.</i></p> <p><i>To know that they should be cautious about sharing financial information.</i></p> <p><i>To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want.</i></p> <p><i>To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities.</i></p> <p><i>To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment.</i></p>	<p>Implementing safeguarding measures for money in real-world scenarios.</p> <p>Adapting to financial changes associated with transitioning to secondary school.</p> <p>Preparing personally for financial and career changes in secondary school.</p> <p>Identifying different forms of gambling and understanding their risks.</p> <p>Applying responsible gambling attitudes in real-world situations.</p> <p>Recognising various workplace environments and their characteristics.</p> <p>Identifying career options in multiple sectors.</p> <p>Evaluating the suitability of different career paths.</p> <p>Aligning career options with personal interests and strengths</p>	<p><i>To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others.</i></p> <p><i>To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities.</i></p> <p><i>To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money.</i></p> <p><i>To know that gambling can cause people to lose a lot of money and can be very addictive.</i></p> <p><i>To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way</i></p>
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Prioritise
Repayment
Risk
Allocate
Borrow
Commitment
Expenditure
Impact
Income
Loan

Earnings
Gambling
Money management
Responsible attitudes
Roles and responsibilities
Transactions
University
Valuables
Workplace