PSHE Concepts and Components Curriculum Progression Map

Relationships: Families/ Friendships and People who care for me						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
See separate overview sheet for statements within the EYFS framework that link to the teaching of PSHE.	I can identify the people who care for me.eg parents, siblings, grandparents, relatives, teachers, friends I understand the role that these different people play in my life. I know what it means to be a family and how families are different, eg single parents, same-sex parents etc I understand how important it is to tell someone if I'm worried about something in my family and how to tell them. **Vocabulary: Friends, teachers, parents, sibling, grandparent. Relatives, families**	I know how to be a good friend, eg Kindness, listening, honesty. I understand the strategies needed for positive play with friends Eg joining in, including others etc I understand what can cause arguments between friends. I know how to positively resolve arguments between friends. I know how to recognise, and ask for help when I'm feeling lonely or unhappy. I know how to help someone else. **Vocabulary: Kindness, listening, honesty, inclusion, arguments, help**	I know about and respect that there are different types of families including single parents, same-sex parents, step-parents, blended families, foster and adoptive families. I know that being part of a family provides support, stability and love. I know about the positive aspects of being part of a family such as spending time together and caring for each other. I know about the different ways that people ca care for each other eg giving encouragement or support in times of difficulty. I can identify if/ when something in a family might make someone upset or worried.	I know about the features of positive, healthy friendships such as mutual respect, trust and sharing interests. I know what strategies I can use to build positive friendships. I know how to seek support with relationships if I feel lonely or excluded. I know how to communicate respectfully with friends when using digital devices. I understand that knowing someone online differs from knowing someone face to face. I understand the risks in communicating with someone I don't know I know what to do/ who to tell if I am worried	I know what makes a healthy friendship and how to make people feel included. I know what strategies to use in order to help someone feel included. I understand about peer influence and how it can make people feel or behave. I understand the impact of the need for peer approval in different situations including on line. I know what strategies I can use to manage peer influence and the need for peer approval eg exit strategies, assertive communication. I understand that it is common for friendships to experience challenges. I know what strategies to use to positively	I know what it means to be attracted to someone and I understand that there are different kinds of loving relationships. I understand that people who love each other can be of any gender, ethnicity or faith. I know the difference between gender identity and sexual orientation and everyone's right to be loved. I know about the qualities of healthy relationships that help individuals flourish. I understand that there are different ways that couples show their love & commitment to one another including those who are not married or live apart. I understand what marriage and civil partnership mean eg a

			I know what to do and who to tell if family relationships are making me feel unhappy or unsafe. **Vocabulary** **Respect, stability, love, support, caring, unsafe, recognise**	about any contact on line. **Vocabulary** **Friendships, positive, digital devices, communicating, contact, online, healthy**	resolve disputes and reconcile differences in friendships. I understand that friendships can change over time and know the benefits of having new and different types of friends I can recognise if a friendship is making me feel unsafe, worried or uncomfortable. I know when and how to ask for support in relation to friendships. **Vocabulary** **Healthy friendships, relationships, influence, communication, support, peer**	legal declaration of commitment made by two adults. I understand that people have the right to choose whom they marry or whether to get married. I know that to force anyone into marriage is illegal. I know how and when to report forced marriage or how to ask for help if I am worried. **Vocabulary** **Relationship, attraction, healthy, commitment, love, marriage**

Relationships: Safe & Healthy Relationships						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know when someone's body or feelings might be hurt and who to go to for help. I know what it means to keep something private, including parts of my body that are private. I can identify the different types of touch and how they make people feel eg hugs, tickling, kisses and punches etc I know what to do if being touched makes me feel uncomfortable or unsafe. I know when it is important to ask for permission to touch other people. I know how to ask for permission & I know how to give or not give permission for others to touch me.	I know how to recognise hurtful behaviour including on line. I know what to do and who to tell if I see or experience hurtful behaviour, including on line. I know what bullying is and the different types of bullying. I understand how someone might feel if they are being bullied. I understand the difference between happy surprises and secrets that make me feel uncomfortable or worried and how to get help. I know how to resist pressure to do something that feels uncomfortable or unsafe. I know how to ask for help if I'm worried and what vocab to use.	I know what is appropriate to share with friends, family and wider social groups including on line. I know what privacy and personal boundaries are including online. I understand the basic strategies I need to help keep myself safe online eg passwords, using trusted sites, and adult supervision. I understand that bullying and hurtful behaviour is unacceptable in any situation. I know about the effects and consequences of bullying for the people involved. I know about bullying online & the similarities and differences to face to face bullying.	I understand the differences between teasing, hurtful behaviour and bullying on line. I know what to do if I witness or experience hurtful behaviour or bullying, including on line. I understand the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. I know how to manage pressures associated with dares. I know when it is right to keep or break a confidence or share a secret. I know how to recognise risks online such as harmful content or contact.	I know what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. I know how to ask for, give and not give permission for physical contact. I understand how it feels in a person's mind and body when they are uncomfortable. I understand that it is never someone's fault if they have experienced unacceptable contact. I know how to respond to unwanted or unacceptable physical contact. I know that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret that I am worried about.	I can compare the features of a healthy and unhealthy friendship. I understand about shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. I know what strategies to use to respond to pressure from friends including online. I know how to assess the risk of different online 'challenges' and 'dares' I know how to recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable. I know how to get advice and report concerns about personal safety, including online. I understand what consent means and how

	Vocabulary: **Feelings, help, private, uncomfortable, safe, unsafe, permission, behaviour, school, kind,**	**Vocabulary:** **On line, bullying, feelings, differences, secrets, uncomfortable, worried.**	I know what to do and who to tell if I see or experience bullying or hurtful behaviour. **Vocabulary** **Boundaries, respect, safe, behaviour, bullying, responsible.**	I understand that people may behave differently online including pretending to be someone they're not. I know how to report concerns and seek help if I am worried or uncomfortable about someone's behaviour, including online. **Vocabulary** **Differentiate, experience, bullying, dares, pressures, harmful, pretending.**	I know who to tell if I am worried about unwanted physical contact. I understand that everyone should be treated equally. I understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to mine. **Vocabulary** **Permission, uncomfortable, contact, unacceptable, secret,**	to ask for/ give/ not give permission in different situations. **Vocabulary** **Pressure, dares, unsafe, guidance.**

Relationships: Respectful relationships						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know what kind and unkind behaviours mean in and out of school I know how kind & unkind behaviour can make people feel. I know what respect means. I know about the class rules, being polite to others, sharing and taking turns. **Vocabulary** **Feelings, respect, polite, rules, sharing**	I understand that friends may have similarities/ differences to me and how to play and work together. I know how to work/ play cooperatively in different groups and situations. I know how to share my ideas, listen to others, take part in discussions and give reasons for my views. **Vocabulary** **Kindness, listening, honesty, inclusion, arguments, help**	I can recognise respectful behaviours eg helping or including others, being responsible. I know how to model respectful behaviour in different situations eg at home, school, online I understand the importance of self-respect and my right to be treated respectfully by others. I know what it means to treat others and be treated politely. I know about the different ways that people show respect and courtesy in different cultures and in wider society. **Vocabulary**	I recognise the differences between people such as gender, race, faith. I know what I have in common with others eg shared values, likes and dislikes, aspirations etc I know about the importance of respecting the differences and similarities between people. I know what words to use to sensitively discuss difference and include everyone. **Vocabulary** **Recognise gender, race, faith, values, respect, differences, include**	I understand that everyone should be treated equally. I understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to mine. I understand what discrimination means and the different types of discrimination eg racism, sexism, homophobia. I can identify online bullying and discrimination of groups or individuals eg trolling and harassment. I understand the impact of discrimination on individuals, groups and the wider society.	I understand the link between values and behaviour and how to be a positive role model. I can discuss issues respectfully. I know how to listen to and respect other people's point of view. I know how to constructively challenge points of view that I disagree with. I know how to participate effectively in discussions online and manage conflict or disagreements. **Vocabulary** **Values, respect, disagreement, conflict, views**

			Respect, behaviour, responsible, self-respect, polite, cultures, society		I know the different ways that I can safely challenge discrimination. I know how to report discrimination online. **Vocabulary** **Treated equally, discrimination, report, bullying**	

Health and Well Being: Physical Health and Mental Wellbeing						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
how to talk about the different factors that support overall health and wellbeing i.e, regular physical activity, healthy eating, having a good sleep routine and sensible amounts of screen time how to look after my teeth through regular toothbrushing using the correct amount of tooth paste. how to be a safe pedestrian. What I need to do to manage the school day successfully ie. lining up, queuing, turn	I know what it means to be healthy and why this is important. I know how to take care of myself on a daily basis. I know about basic hygiene routines eg hand washing I understand about healthy and unhealthy foods, including sugar intake. I know about physical activity and how it keeps people healthy. I know about different types of play including balancing indoor, outdoor and screen based play.	I know about routines and habits that help maintain good physical and mental health. I know why sleep and rest are important for growing and keeping healthy. I know that medicines, including vaccinations and immunisations can help people stay healthy and manage allergies. I understand the importance of routines for brushing my teeth, visiting the dentist. I understand that food and drink can affect my dental health. I know how to describe and share a range of feelings.	I know that choices people make in daily life can affect their health. I understand about healthy and unhealthy choices eg in relation to food, exercise, sleep) I know what can help people to make healthy choices and what might negatively influence them. I know about habits and that sometimes they can be maintained, changed or stopped. I understand about the positive and negative effects of habits such as regular exercise or eating too much sugar and how this impacts on a healthy lifestyle.	I can identify a wide range of factors that maintain a balanced physically healthy lifestyle. I know what good physical health means and how to recognise early signs of physical illness. I know that common illnesses can be quickly and easily treated with the right care eg visiting the doctor when necessary. I know how to maintain oral hygiene and dental health including how to brush and floss correctly I understand the importance of regular visits to the dentist and	I understand how sleep contributes to a healthy lifestyle. I know about different sleep strategies and how to maintain them. I understand about the benefits of being outdoors and in the sun for physical and mental health. I know how to manage risk in relation to sun exposure, including skin damage and heat stroke. I know how medicines can contribute to health and how allergies can be managed. I understand that diseases can be prevented by	I understand that mental health is just as important as physical health and that they both need looking after. I understand that anyone can be affected by mental ill health and that difficulties can be resolved with help and support. I understand that negative experiences such as being bullied or feeling lonely can affect mental wellbeing. I know a range of positive strategies for managing my feelings. I know that there are situations when someone may experience mixed or conflicting feelings.

taking and making the right choices. how to manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. how to negotiate space and obstacles safely, with consideration for themselves and others **key vocabulary** **Safe, clean, healthy, unhealthy, choices, exercise**	I know about people who can help me to stay healthy such as parents, doctors, nurses, dentists I know how to keep safe in the sun. **Vocabulary** **Healthy, hygiene, care, unhealthy, balance, routine**	I know about the different ways I can feel good, calm down or change my mood eg playing outside, listening to music etc I know how to manage big feelings including those associated with change, loss. I know when and how to ask for help and how to help others with their feelings. **Vocabulary** **Human, bodies, medicines, change, healthy, routines, vaccinations/immunisations, dental, dentist, allergies**	I know what is meant by a healthy balanced diet including what foods should be eaten regularly or just occasionally. I know that regular exercise such as walking or cycling has positive benefits for my mental and physical health. I know about the things that affect feelings both positively and negatively. I can identify and talk about my feelings. I know about some of the different ways people express feelings eg words, actions, body language I know that feelings can change over time and become more or less powerful. **Vocabulary** **Choices, healthy, unhealthy, influence, habits, lifestyle,**	the effects of different foods, drinks and substances on dental health. **Vocabulary** **Balance, healthy, recognise, illness, dental health, hygiene,**	vaccinations and immunisations. I know that bacteria and viruses can affect health. I know how I can prevent the spread of bacteria and viruses with everyday hygiene routines. I understand that we all have a shared responsibility for keeping a clean environment. **Vocabulary** **Lifestyle, healthy, sun safety,** **Illness, cleanliness, virus, allergies.**	I understand that sometimes feelings can be helpful, whilst also recognising that they sometimes need to be overcome. I understand that there is help and support available if someone experiences feelings that are not so good. I can identify where myself or others can ask for help and support with mental wellbeing both in and outside school. I understand the importance of asking for support from a trusted adult I know about the changes that may occur in life including death and how loss, grief or other aspects of change can cause conflicting feelings. I understand about the process of grieving and how grief can be expressed.

						I know that there are different strategies that can help someone cope with the feelings associated with change or loss. I know how to ask for help and support with loss, grief or other aspects of change. I know how balancing time online with other activities helps to maintain my health and wellbeing. I understand the importance of fostering positive online habits eg switching my phone off at night I know what to do and whom to tell if I am frightened or worried about something I have seen online. Vocabulary Independence, changes, grief, mental wellbeing

Health and Well Being: Growing and changing						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
how to express my feelings and begin to consider the feelings of others. how to set and work towards simple goals. how to wait for what they want and begin to control my immediate impulses when appropriate how to focus my attention to what the teacher says, responding appropriately even when engaged in activity how to show an ability to follow instructions involving several ideas or actions. how to identify and moderate their own feelings socially and emotionally. how to begin to think about the perspectives of others.	I know about the life cycles of animals and humans and how people grow from young to old. I know some things about me that have changed and some things have stayed the same. I know that changes happen as we grow and that changes are ok. I know how my body has changed since I was a baby. I know and can identify the parts of the body that make boys different to girls and can use the correct names for these: (penis, testicles, vagina) I can recognise feelings in myself and others. I understand that every time I learn something new I change a little bit. I can tell you about changes that have happened in my life.	I know about the natural process of growing from young to old and understand that this not in my control. I know and can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I can identify and name the main parts of the body including external genitalia eg penis, vagina, testicles, vulva and appreciate that some parts of my body are private. I know that things change as people grow up including new opportunities and responsibilities. I know there are different types of touch and can tell you which ones I like and don't like. I know how to prepare to move to a new class and	I know that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.	I know about the physical and emotional changes that occur during puberty. I know how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having babies) is a natural part of this I know a variety of different strategies I can use to manage the changes during puberty and menstruation. I understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant. I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I understand about personal identity and what contributes to it including race, sex, gender, family, faith, culture, hobbies, likes/dislikes I know that for some people their gender identity does not correspond with their biological sex. I am aware of my own self-image and how my body image fits into that I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I can describe how boys' and girls' bodies change during puberty I understand that sexual intercourse can	I am aware of my own self-image and how my body image fits into that I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend I can identify links between love, committed relationships and conception. I know what sexual intercourse is and how it can be part of an

how to manage their own needs. how to confidently try new activities and show independence, resilience, and perseverance in the face of challenge. **Vocabulary** **goal resilience, perseverance, independence, resourceful, reflective, feelings, kindness, friendship**	I know what I am looking forward to when I move to my next class. **Vocabulary** **Vagina, penis, change, life cycle, differences**	I can set goals for the school new year and how to go about this. **Vocabulary** **Feelings, goals, changes, opportunities Penis, vagina, testicles, body parts**	I can start to recognise stereotypical ideas I might have about parenting and family roles. I know what I am looking forward to when I move to the next class. **Vocabulary** **Uterus, conception, stereotypical, stereotypes.**	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I know how the circle of change works and can apply it to changes I want to make in my life I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can identify what I am looking forward to when I move to a new class **Vocabulary** **Emotion, puberty, menstruation, hygiene, genitalia, reproductive organs**	lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I can identify what I am looking forward to when I move to my next class **Vocabulary** **Personal identity, gender, recognise, respect, express, wellbeing, puberty, sexual intercourse, consent**	intimate relationship with consenting adults. I understand how pregnancy occurs and that pregnancy can be prevented with contraception. I understand about the responsibilities of being a parent or carer and how having a baby changes someone's life. I am aware of the importance of a positive self-esteem and what I can do to develop it I can identify what I am looking forward to and what worries me about the transition to secondary school I understand that relationships may change as I grow up or move to secondary school I know how to ask for help and support with loss, grief or other aspects of change **Vocabulary** **Puberty, attracted, self-esteem, changes, grief, bereavement, conception, pregnancy,**

						committed, consenting, sexual intercourse

Health and Wellbeing : Keeping Safe						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
I know how to identify rules that help me keep safe and healthy beyond the home using technology. I know how to give some examples of rules to keep safe online. I know some simple examples of my personal information (e.g. name address, birthday, age, location) I know who would be trustworthy to share my personal information with and can explain why they are trusted. I know that online or off-line, that anyone can 'no' 'please stop' 'I'll tell /ask' to somebody who makes them feel, sad,	I know why some things have age restrictions eg TV and films, games, toys or play areas. I know how rules can help to keep us safe. . I know how to identify and explain the basic rules for keeping safe online. I know that there may be people online who could make me feel sad, embarrassed or upset. I know how to behave online in ways that do not upset others and can give examples. I know who to tell if I see something online that makes me feel unhappy, worried or scared.	I know how to recognise risk in everday situations eg road, water, rail safety, medicines. I know how to keep myself safe in familiar and unfamiliar environments such as in school, online and in the community. I know who I should ask before sharing things about myself or others online I know different ways to ask for,give or deny my permission online and know who can help me if I am not sure. I can identify potential unsafe situations and know the steps that I can take to avoid or remove myself from these situations. I know how to keep myself safe at home in relation to electrical appliances, fire safety,	I can identify typical hazards at home and in school. I know how to predict, assess and manage risk in everyday situation eg crossing the road, running in the playground, kitchen I know about fire safety at home including the need for smoke alarms. I understand the importance of following safety rules from parents and other adults. I know how to keep myself safe in the local environment or unfamiliar places including road, rail, water and fire safety. **Vocabulary** **Hazards, risks, safety, rules, environment**	I understand the importance of taking medicines correctly and using household products safely. I can recognise what is meant by a 'drug' I know that drugs common to everyday life eg cigarettes, vaping, alcohol and medicines can affect health and well-being. I know how to ask for help or advice if I am worried. I can identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects. I can identify some of the risks associated with drugs common to everyday life I know that for some people drugs can	I can identify when situations are becoming risky, unsafe or an emergency. I can identify occasions where I can take responsibility for my own safety. I can differentiate between positive risk taking (eg trying a challenging new sport) and dangerous behaviour. I know how to deal with common injuries using basic first aid techniques I know how to respond in an emergency, including when and how to contact different emergency services. I know that female gential mutilation (FGM) is against British Law I know what to do and whom to tell if I think myself or someone might be at risk of (FGM)	I know how to protect personal information online I can identify the potential risks of personal information being misused. I know strategies I can use for dealing with requests for personal information or images of myself. I can identify types of images that are appropriate to share with others and those which might not be appropriate. I understand that images or texts can be quickly shared with others, even when they are only sent to one person and I understand what the impact of this might be. I know what to do if I take, share or come across an image which may upset, hurt or embarrass me or others.

uncomfortable, embarrassed or upset. **Vocabulary** **Off/online, safe trust, uncomfortable, sad, embarrassed, rules, information**	I know why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others **Vocabulary** **Off/Online, trust, trusted restrictions, safe, Bullying, personal information uncomfortable, sad, embarrassed, upset**	medicines, household products. I know about things that people can put into their body or onto their skin (medicines or creams) and how these can affect how people feel. I know what to do if there is an accident and someone is hurt. I know about people whose job it is to keep us safe. I know what to do if there is an accident and someone is hurt. I know about people whose job it is to keep us safe. I know how to get help in an emergency including how to dial 999 and what to say. **Vocabulary** **Medicines, safety, unsafe, danger, accident, emergency, permission**		become a habit which is difficult to break. **Vocabulary** **Medicines, drug, cigarettes, vaping**	**Vocabulary** **Unsafe, emergency, risk, injuries, FGM.**	I know how to report the misuse of personal information or sharing of upsetting content/ images online. I know about the different age rating systems for social media I understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play. I know about the risks and effects of different drugs. I know about the laws relating to drugs that are common to everyday life and illegal drugs. I recognise why people choose to use/not use drugs including nicotine, alcohol and medicines as well as illegal drugs. I know about the organisations where people can get help and support concerning drug use.

						I know how to ask for help if I have concerns regarding drug use. I understand about the mixed messages in the media relating to drug use and how this might influence opinions and decisions. **Vocabulary** **online, images, text, inappropriate, share, restrictions, laws, drugs, organisations, media**

Living in the wider world: Money and work						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I understand that everyone has different strengths in and out of school. I know about people whose job it is to help us in the community I know about the different jobs and work that people do. **Vocabulary:** **Strengths, interests, community, jobs, work**	I know what money is and its different forms eg coins, notes and ways of paying for things debit cards, electronic payments. I know how money can be kept and looked after and the different ways people spend money. I know that people are paid money for the job that they do. I can recognise the difference between needs and wants. I understand how people make choices about spending money, including thinking about needs and wants. **Vocabulary:** **Debit cards, electronic payments, choices, currency, jobs, banks, savings, money, spending**	I know about the jobs that people have from different sectors eg professionals, business, construction etc I know that people can have more than one job at once or over their lifetime. know about the common myths and gender stereotypes related to work I am able to challenge stereotypes through my knowledge or role models in different fields of work. I know about some of the skills needed to do a job such as teamwork and decision making. I can recognise my own interests, skills and achievements and how these might link to future jobs. I am able to set my own goals of what I would	I understand that people make different spending decisions based on their budget, values and needs. I know how to keep track of money and why it is important to know how much is being spent. I know about the different ways to pay for things such as cash, cards, e payment and the reasons for using them. **Vocabulary** **Budgets, value, payment, charities**	I can identify jobs that I might like to do in the future. I understand the role ambition can play in achieving a future career. I understand how or why someone might choose a certain career. I understand what might influence people's decisions about a job/ career, including pay, working conditions, personal interests, strengths and qualities, family, values I understand the importance of diversity and inclusion to promote people's career opportunities. I know about stereotyping in the workplace, it's impact and how to challenge it. I know that there are a variety of routes into work eg college,	I understand the role that money plays in people's lives. I understand that people have different attitudes to money and what influences decisions about money. I understand what 'value for money' means and I can judge if something is value for money. I know how companies encourage customers to buy things and why it is important to be a critical consumer. I understand how having/not having money can impact on a person's emotions, health and wellbeing. I know about the common risks associated with money including debt, fraud and gambling. I know how money can be gained or lost eg

			like to achieve this year eg learn a new skill **Vocabulary,** **Choices, jobs, vocation, myths, stereotypes, teamwork, achievements**		apprenticeships, university, training **Vocabulary** **Ambition, career, stereotypes**	stolen, scams, gambling etc and I know how this puts people at financial risk. I know how to get help if I am concerned about gambling or other financial risks. **Vocabulary** **Finances, risk, gambling**

Living in the Wider world: Media Literacy and Digital Resilience						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know how and why people use the internet. I understand the benefits of using the internet and digital devices. I know how people find things out and communicate safely with others online. **Vocabulary:** **Internet, digital, devices, safety, online,**	I know about the different ways in which people can access the internet eg phones, tablets, computers I understand the purpose and value of the internet in everyday life. I know that some content on the internet is factual and some is for entertainment eg news, games, videos I know that information online might not always be true. **Vocabulary:** **Internet, purpose, value, content, recognise,**	I understand how the internet can be used positively for leisure, school or for work. I know that images and information online can be altered or adapted and the reasons for why this happens. I have developed strategies to recognise whether something I see online is true or accurate. I am able to evaluate whether a game is suitable to play or a website is appropriate for my age group. I can make safe, reliable choices from search results. I know how to report something that I have seen or experienced online that concerns me eg images, content, unkind or inappropriate communication.	I know that everything shared online has a digital footprint. I know that organisations can use personal information to encourage people to buy things. I know what online adverts look like. I am able to compare content shared for factual purposes and for advertising. I understand why people might choose to buy or not buy something online eg from seeing an advert I know that search engines are ordered based on the popularity of the website and that this can affect what information people access. **Vocabulary**	I can identify different types of media and discuss their purposes eg to entertain, inform, persuade or advertise. I have developed strategies to assess whether content online (eg research, news, reviews, blogs) is based on fact, opinion or is biased. I know that some media and online content promotes stereotypes. I know how to assess which search results are more reliable than others. I can recognise unsafe or suspicious content online. I understand how devices store and share information. **Vocabulary**	I know about the benefits of safe internet use eg learning, connecting, communicating I know how and why images online might be manipulated, altered or faked. I know how to recognise when images might have been altered. I know why people choose to communicate through social media and some of the risks and challenges of doing so. I know that social media sites have age restrictions and regulations for use. I know the reasons why some media and online content is not appropriate for children I know how online content can be designed to manipulate people's

			Vocabulary **Leisure, online, reliable, websites, choices,**	**Digital footprint, organisations, online,**	**Identity, purpose, fact, opinion, stereotypes. Reliable information,**	emotions and encourage them to read or share things. I understand that there are rules and laws to this I know how to recognise what is appropriate to share online. I know how to report inappropriate online content. **Vocabulary** **Contacting, communicating, safety, social media, sharing, age restrictions, connecting**

Living in the wider world: Belonging to a Community						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I understand the rules for different situations eg super star rules in school, rules at home, rules outside. I understand that people are different and have differing needs. I know how to care for people, animals and other living things in different ways. I know how I can help to look after the environment eg recycling . **Vocabulary:** **Rules, care, environment, recycling, differences**	I understand what it means to be part of a group and the role that I play in these groups eg class, teams, faith groups. I understand about the responsibilities I have in school and the wider community. I understand how a community can help people from different groups to feel included. I recognise the ways in which we are the same and different to others in our community and that we are all equal. **Vocabulary:** **Groups, roles, teams, faiths, responsibilities, community, equal**	I understand the reason for rules and laws in wider society. I understanding the importance of abiding by the law and what might happen if rules and laws are broken. I know what human rights are and how they protect people I can identify basic examples of human rights including the rights of children. I understand that with every right there is also a responsibility eg the right to an education and the responsibility to learn. **Vocabulary** **Laws, society, human rights, responsibilities, police.**	I understand the meaning and benefits of living in a community. I understand that I belong to different communities as well as the school community. I know about the different groups that make up and contribute to a community. I know that there are individuals and groups that help the local community including volunteers. I am able to show compassion towards others in need and understand the shared responsibilities of caring for them. **Vocabulary** **Community, belonging, differences, volunteering, compassion, responsibilities,**	I understand how resources are allocated and the effect this has on individuals, communities and the environment. I understand the importance of protecting the environment and how everyday actions can either support or damage it. I am able to show compassion for the environment, animals and other living things. I know about the way that money is spent and how it affects the environment. I am able to express my own opinions about my responsibility towards the environment. **Vocabulary**	I know what prejudice means. I understand the difference between prejudice and discrimination. I know how to recognise acts of discrimination. I have developed strategies to safely respond to and challenge discrimination. I can recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. I know how stereotypes are perpetuated and how to challenge this. **Vocabulary** **Prejudice, discrimination, challenge, stereotypes, influence.**

					Resources, protecting, environment, actions, compassion, responsibility	