

Barnacre Road Primary School



PSHE Curriculum Statement

November 2023

At Barnacre Road Primary School, our vision is to provide for our children a broad and balanced curriculum which is ambitious for all learners. We aim to ensure that children leave our school equipped with the knowledge, skills, cultural capital and qualities to succeed in the next stage of their education and to make a positive contribution to their local community and society as a whole.

We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britain.

PSHE at Barnacre Road: Our Intent

For the purpose of this document, PSHE means Personal, Social, Health Educations AND Relationships and Sex Education. It also incorporates the prime area of Personal, social and emotional development within the Early Years Foundation Stage.

At our school, we aim to give our children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. We want pupils to be confident to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and through our teaching, we hope that we will support them in becoming confident individuals and active members of society.

We believe that it is crucial for children at Barnacre Road to have an understanding of the world they are growing up in and that they learn to co-exist and demonstrate respect toward all individuals.

Our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others, with the intention that we will prepare our pupils for the challenges and responsibilities they will face in the future, in an ever-changing world.

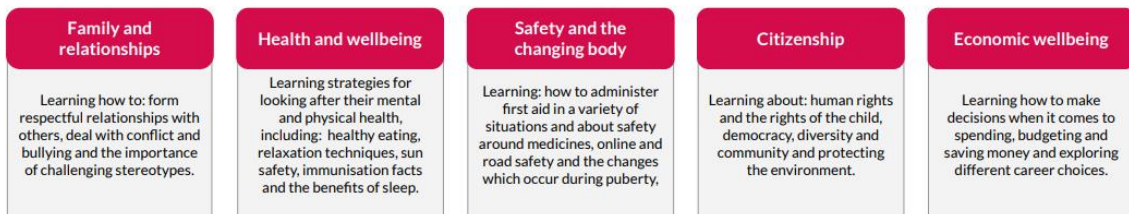
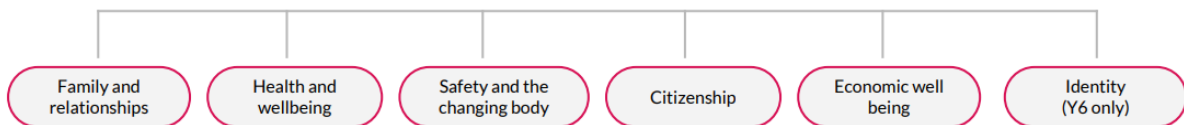
At Barnacre Road, we follow the Kapow scheme of work for PSHE. Kapow Primary's PSHE scheme of work enables pupils to meet the statutory guidance for Relationships and Health Education, including the non-statutory aspect of sex education as well as wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE). For EYFS, the teaching allows pupils to work towards the "Personal, social and emotional development" Early Learning Goal / Development Matters statement, while also laying the foundations of understanding and knowledge that will support them in their further PSHE learning in KS1

Knowledge in our PSHE Curriculum

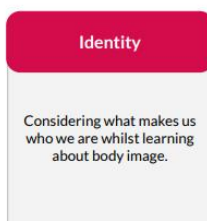
In the Early Years Foundation Stage, PSHE is delivered within the prime area of 'Personal, social and emotional development' of the EYFS Curriculum. By the end of reception, children at the expected level of development will:

- 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 or actions.
- 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.
- 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.

From year one onwards, our PSHE Curriculum is delivered through six key areas.



Year 6 only:



For more detailed information on what is taught in each strand through the year groups, please see our progression document (appendix 1)

Key Teaching within our PSHE Curriculum

We believe that, in order to be confident to make informed choices, our children should be given regular opportunities to develop- and add to- their understanding of the key areas within PSHE, as shown above.

To allow this, our curriculum is designed to be cyclical with the pupils revisiting the five key areas throughout KS1 and KS2. Each time a key area is revisited, it is covered with greater depth and increasing maturity. Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme. Our curriculum supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences.

From the very beginning of our PSHE curriculum in the EYFS, children begin to encounter these key areas. They are revisited regularly to allow children to consolidate and further develop their understanding.

Our PSHE Curriculum Content

	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Taking Turns	Making healthy choices	Developing confidence in new social situations	Remember rules with independence	Understand why rules are important	Talk to resolve conflict. Develop appropriate ways of being assertive
	All these skills will be taught discretely throughout the year					
Reception	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building Relationships: My family & friends	Managing Self: my Wellbeing
Year 1	Family and relationships: how families can be different, showing feelings and stereotyping.	Health and wellbeing: personal qualities, relaxation, sleep, handwashing and sun safety.	Safety and the changing body: appropriate and inappropriate touch, what to do if lost, how to make a 999 call	Citizenship: rules, consequences, democracy.	Economic wellbeing: money, banks, spending and saving.	Transition
Year 2	Family and relationships: manners, self-respect, responding to others' feelings.	Health and wellbeing: managing emotions, setting goals, dental hygiene.	Safety and the changing body: distinguishing secrets from surprises, medicine safety, naming body parts.	Citizenship: looking after the environment, roles in the community.	Economic wellbeing: needs and wants, how adults get money.	Transition
Year 3	Family and relationships: listening skills and communication, bullying.	Health and wellbeing: physical activity and diet	Safety and the changing body: cyber bullying, first aid for bites and stings, road safety	Citizenship: children's rights, charities, local government.	Economic wellbeing: budgeting, jobs and careers	Transition
Year 4	Family and relationships: physical and emotional boundaries, bereavement.	Health and wellbeing: dental hygiene, emotional maturity.	Safety and the changing body: online safety, age restrictions, physical and emotional changes of puberty	Citizenship: human rights and the environment	Economic wellbeing: value for money, workplace stereotypes	Transition
Year 5	Family and relationships: families, marriage and bullying.	Health and wellbeing: sleep, sun safety, rest and relaxation.	Safety and the changing body: puberty including menstruation, first aid for bleeding.	Citizenship: the justice system and parliament.	Economic wellbeing: borrowing and future careers.	Transition
Year 6	Family and relationships: negotiation and compromise	Health and wellbeing: diet and exercise, resilience, immunisations.	Safety and the changing body: alcohol, how a baby is conceived (parents can withdraw children from this lesson).	Citizenship: recognising diversity and challenging stereotypes.	Economic wellbeing: gambling, keeping money safe, managing money in high school	Identity: personal identity and body image Transition

Our progression document (appendix 1) details the precise knowledge taught in each unit of work



Barnacre Road Primary School Progression of Skills and Knowledge in PSHE



Implementation

In the EYFS PSHE is taught through adult-led focussed activities along with modelling of skills and behaviours within provision. There may also be discrete individual teaching where required if children are struggling with their personal and social development. In Reception, the Kapow scheme of work is followed. In our Nursery, the Personal Social and Health Education has been developed using "Development Matters", focussing on the PSED strand. It is delivered in a variety of ways, including modelled play, turn taking, small group activities, story and circle time. In the EYFS, we aim to have a quiet / calm area within the settings to allow children to reflect and self-regulate with increasing independence.

From year one onwards, PSHE is taught as a discrete subject discipline for between 30 mins to one hour per week. Teachers follow the progression guidance from the Kapow Scheme of work to plan what will be taught in what order. Staff are responsive to the different needs of cohorts and are able to use their professional judgement to respond to lessons which may need more or less time spending on them.

Our PSHE curriculum has been designed to be a spiral curriculum. This means that essential knowledge and skills are revisited in new contexts with a higher degree of complexity, allowing pupils to revise and add to their existing knowledge and understanding. Teachers are familiar with the whole school progression document and revisit prior learning at the beginning of, and regularly throughout, units of work.

In key stages one and two, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate age-appropriate ground rules for future lessons. By referring to the ground rules throughout the years, we aim to help create a safe and comfortable environment in which all children can take an active role in their learning.

Within our PSHE teaching, children are provided with real life stories and scenarios to help them engage in different topics in a safe and structured way. A variety of teaching and learning activities are used, including, but not limited to: video clips, scenarios, stories and role-play activities.

Throughout the learning, by following the Kapow scheme, consistent, age-appropriate messages are clearly conveyed which include how and where to access help if needed.

Knowledge organisers are provided to children for each unit of work. These include key knowledge and vocabulary as well as links to prior learning. These are shared with parents via our school website.

Work in PSHE is recorded in numerous age-appropriate ways. This may be recorded in a written form in books, photographed and uploaded to a child's Seesaw profile or whole class displays or floor books.

Children with Special Educational Needs and Disabilities

Our PSHE curriculum is inclusive and ambitious for all learners and we expect that all children should be successful, regardless of any special educational need. All learners are given full access to the PSHE curriculum. Class teachers will adapt teaching inputs and provide additional support through scaffolding for any child who requires support. Strategies to support children with Special

Educational Needs or Disabilities might include adaptation of resources, adult support, pre-teaching of vocabulary or content and alternative ways of recording understanding. Class teachers are supported by our SENDCo, Mrs Mellor, in meeting the needs of all learners.

More Able Children

Teachers may identify children as more able in PSHE, either through end of unit summative assessments or through questioning, discussion and formative assessments. Children who are considered more able in PSHE may:

- justify opinions convincingly and challenge others' points of view appropriately
- Have strong communicative skills
- Be sensitive to aesthetic, social and cultural issues
- Work comfortably in contexts beyond their own experience and empathise with users' needs and wants
- Can express ideas succinctly and elegantly
- Show wide-ranging general knowledge about the world and topical issues
- be creative and original in their thinking, frequently going beyond the obvious solutions
- Offer unexpected insights
- Show a developed sense of empathy and imagination
- Consider social, economic and ethical issues
- Reason logically: can verify, justify and prove

Impact

The expected impact of our curriculum is that all children will, by the end of Key Stage 2, be able to utilise their learning within their daily lives, by:

- Dealing with friendship issues,
- Show resilience,
- Make healthy choices,
- Know where and how to get help when needed
- Understand the importance of PSHE, meeting or exceeding the learning intentions for each lesson.

This impact of our curriculum is monitored by class teachers through formative and summative assessments. At the end of each unit of work, assessment quizzes are undertaken and 'knowledge catchers' are completed in order for children to demonstrate what they have learned and remembered. At the end of each unit of work, children are assessed based on their performance in lessons and summative assessment quizzes and recorded on the school's internal tracking system as working below the expected standard, working at the expected standard or exceeding the expected standard. Assessments are moderated in staff teams annually.

Standards of teaching and learning in PSHE are monitored by the subject leader, curriculum leader 4(deputy headteacher) and the headteacher, as well as the SENDCo who will monitor PSHE provision for children with Special Educational Needs and Disabilities. Monitoring may include: pupil interviews, work scrutiny and lesson observations.



Barnacre Road Primary School
 Progression of Skills and Knowledge in PSHE

Appendix one: Progression of Skills and Knowledge in PSHE

	By the end of EYFS	Year 1
Families and relationships	<p>Talk about our family and why we love them. Talk about people that hold a special place in my life. Name and describe the different members of our families. Understand that all families are valuable and special.</p> <p>Develop strategies to help when sharing with others. Explore what makes a good friend. Know that we share toys so that everyone feels involved and no one feels left out or upset.</p> <p>Think about what it means to be a valued person. Explore the differences between us that make each person unique. Consider the perspectives and feelings of others. Learn to work as a member of a team.</p> <p>Develop listening skills. Understand that different people like different things. Understand that all people are valuable. Know that it is important to help, listen and support others when working as a team. Know that it is important to tell the truth.</p>	<p>Explore how families are different to each other. Understand that families look after us. Know some words to describe how people are related (eg auntie, cousin). Know that some information about me and my family is personal.</p> <p>Explore how friendship problems can be overcome. Explore friendly behaviours. Understand some characteristics of positive friendship. Understand that friendships can have problems but that these can be overcome.</p> <p>Recognise how other people show their feelings. Identify ways we can care for others when they are sad. Explore the ability to successfully work with other people. Know that it is called stereotyping when people think of things as being for boys or for girls only.</p>

	Year 2	Year 3
Families and relationships	<p>Understand ways to show respect for different families. Understand that families offer love, care and support. Know that families can be made up of different people. Know that families may be different to my family.</p> <p>Understand difficulties in friendships and discuss action that can be taken. Know some problems which might happen in friendships. Understand that some problems in friendships might be more serious and need addressing.</p> <p>Learn how other people show their feelings and how to respond to them. Explore the conventions of manners in different situations. Understand some ways people show their feelings. Understand what good manners are. Understand some stereotypes related to jobs.</p> <p>Explore how loss and change can affect us. Know that there are ways we can remember people of events.</p>	<p>Know that problems can occur in families and there is help available if needed. Know that I can talk to trusted adults or services such as Childline if I experience family problems.</p> <p>Explore ways to resolve friendship problems. Develop and understanding of the impact of bullying and what to do if it occurs. Know that bullying can be physical or verbal. Know that bullying is repeated, not a one-off event. Know that violence is never the right way to solve a friendship problem.</p> <p>Identify who I can trust, Learn about the effects of non-verbal communication. Explore the negative impact of stereotyping. Know that trust is being able to rely on someone and it is an important part of relationships. Know the signs of a good listener. Understand how to listen carefully and why listening is important. Understand that there are similarities and differences between people. Understand some stereotypes relating to age.</p>

	Year 4	Year 5
Families and relationships	<p>Use respectful language to discuss different families. Know that families are varied in the UK and across the world.</p> <p>Explore physical and emotional boundaries in relationships. Understand the different roles related to bullying including victim, bully and bystander. Understand that everyone has the right to decide what happens to their body.</p> <p>Explore how my actions and behaviour can affect other people. Understand the courtesy and manners which are expected in different scenarios. Understand some stereotypes related to disability.</p> <p>Discuss how to help someone who has experienced a bereavement. Know that bereavement describes the feeling someone might have after someone dies or another big change in their life.</p>	<p>Identify ways families might make children feel unhappy or unsafe. Know that marriage is a legal commitment and is a choice people can make. Know that if I have a problem, I can phone Childline in 0800 1111.</p> <p>Explore the impact that bullying might have. Explore issues which might be encountered in friendships and how these might impact the friendship. Know what attributes and skills make a good friend. Understand what might lead to someone bullying others. Know what action a bystander can take when they see bullying.</p> <p>Explore and question the assumptions we make about people based on how they look. Explore our positive attributes and be proud of them. Understand that positive attributes are the good qualities that someone has. Know that stereotypes can be unfair, negative and destructive. Know that discrimination is the unfair treatment of different groups of people especially on the grounds of race, age, sex or disability.</p>
	Year 6	

Identify ways to resolve conflict through negotiation and compromise.
Know that a conflict is a disagreement or argument and can occur in friendships.
Understand the concepts of negotiation and compromise.
Discuss how and why respect is an important part of relationships.
Identify ways to challenge stereotypes.
Understand what respect is.
Understand that everyone deserves respect but respect can be lost.
Understand that stereotypes can lead to bullying and discrimination.

Explore the process of grief and understand that it is different for different people.
Understand that loss and change can create a range of emotions.
Know that grief is the process people go through when someone close to them dies.

By the end of EYFS

Year 1

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Health and Wellbeing</p>	<p>Discuss ways that we can take care of ourselves. Know that having a naturally colourful diet is one way to try to eat healthily.</p> <p>Explore how exercise affects different parts of the body. Know that exercise means moving our body and is important. Know that yoga can help our bodies and minds relax.</p> <p>Identify how characters in a story may be feeling. Identify and express my own feelings. Explore coping strategies to help regulate emotions. Explore different facial expressions and identify the feelings they represent. Explore ways to moderate behaviour socially and emotionally. Cope with challenge when problem solving. Name some different feelings and emotions. Know that I am a valuable individual. Know that facial expressions can give us clues about how a person is feeling. Know that I can learn from my mistakes. Know some strategies to calm down.</p>	<p>Learn how to wash my hands properly. Learn how to deal with an allergic reaction. Understand that we can limit the spread of germs with good hand hygiene. Know the five Ss for sun safety: slip, slop, slap, shade, sunglasses. Know that certain foods and other things can cause allergic reactions in some people.</p> <p>Explore positive sleep habits, Explore two different methods of relaxation progressive muscle relaxation and laughter. Explore health-related jobs and people who help look after our health. Know that sleep helps my body to repair itself, to grow and restores and my energy.</p> <p>Identify personal strengths and qualities. Identify different ways to manage feelings. Know that strengths are things we are good at. Know that qualities describe what we are like. Know the words to describe some positive and negative emotions</p>
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	Year 2	Year 3
Health and Wellbeing	<p>Explore the effect food and drink can have on my teeth. Know that foods and drinks with lots of sugar are bad for our teeth.</p> <p>Explore some benefits of exercise on the body and mind. Explore some of the benefits of a healthy, balanced diet. Suggest how to improve an unbalanced meal. Learn breathing exercises to aid relaxation. Explain the importance of exercise to stay healthy, Understand the balance of foods we need to keep healthy. Know that breathing techniques can be a useful strategy to relax.</p> <p>Explore strategies to manage different emotions. Develop empathy. Identify personal goals and work towards them. Explore the need for perseverance and developing a growth mindset. Develop an understanding of self-respect. Know that we can feel more than one emotion at the same time. Know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>Discuss why it is important to look after my teeth. Understand ways to prevent tooth decay.</p> <p>Learn stretches which can be used for relaxation. Develop the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. Understand the positive impact relaxation can have on the body. Know the different food groups and how much of each of them we should have to have a balanced diet.</p> <p>Explore my own identity through the groups I belong to. Identify my strengths and explore how I use them to help others. Be able to breakdown a problem into smaller parts to overcome it. Understand the importance of belonging. Understand what being lonely means and that it is not the same as being alone. Understand what a problem or barrier is and that these can be overcome.</p>

	Year 4	Year 5
Health and Wellbeing	<p>Develop independence in looking after my teeth. Know key facts about dental health. Identify what makes me feel calm and relaxed. Learn visualisation as a tool to aid relaxation. Know that visualisation means creating an image in our heads. Explore how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Develop the ability to appreciate the emotions of others in different situations. Learn to take responsibility for my emotions by knowing that I can control some things but not others. Develop a growth mindset. Know that different job roles need different skills and so some roles may suit me more than others. Understand some of the dangers of tobacco use. Know that it is normal to experience a range of emotions. Know that mental health refers to our emotional wellbeing, rather than physical. Understand that mistakes can help us learn. Know who can help if we are worried about our own or other people's mental health.</p>	<p>Develop independence for protecting myself in the sun. Understand the risks of sun exposure.</p> <p>Understand the relationship between stress and relaxation. Consider calories and food groups to plan healthy meals. Develop greater responsibility for ensuring good quality sleep. Know that relaxation stretches can help to relax and de-stress. Know that calories are the unit that we use to measure the amount of energy certain foods give us. Know that what we do before bed can affect our sleep quality.</p> <p>Take responsibility for my own feelings. Understand what can cause stress. Understand that failure is an important part of success.</p>
	Year 6	

Consider ways to prevent illness.

Identify some actions to take if I am worried about my health or my friends' health.

Understand that vaccinations can give us protection against disease.

Know that changes in the body could be possible signs of illness.

Identify a range of relaxation strategies and situations in which they would be useful.

Explore ways to maintain good habits.

Set achievable goals for a healthy lifestyle.

Understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health)

Know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.

Explore my personal qualities and how to build on them.

Develop strategies for being resilient in challenging situations.

Understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation)

Know the effects technology can have on mental health.

By the end of EYFS

Year 1

Safety and the Changing Body	<p>Consider why it is important to follow rules. Explore what it means to be a safe pedestrian. Know that some rules are in place to keep us safe. Know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p>Practise what to do if I get lost. Identify hazards that may be found at home. Understand people's roles within the local community that keep us safe. Know that some types of physical contact are never appropriate. Know what to do if I get lost. Know that hazard is something which could cause an accident or injury.</p> <p>Know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. Learn what is and is not safe to put on or into my body.</p> <p>Practise making an emergency phone call. Know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. Know that the emergency service are the police, fire service and the ambulance service.</p>
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	Year 2	Year 3
Safety and the Changing Body	<p>Discuss the concept of privacy. Explore ways to stay safe online. Learn how to behave safely near the road and when crossing the road. Know the PANTS rule. Know that I should tell an adult if I see something which makes me feel uncomfortable online. Understand the difference between secrets and surprises. Know the rules for crossing the road safely.</p> <p>Explore what people can do to feel better if they are ill. Know that medicine can help us when we are ill. Understand that we should only take medicine when a trusted adult says we can.</p> <p>Know the names of parts of my body including private parts.</p>	<p>Explore ways to respond to cyberbullying or unkind behaviour online. Develop skills as a responsible digital citizen. Identify things people might do near roads which are unsafe. Begin to recognise unsafe digital content. Understand that cyberbullying is bullying which takes place online. Know the signs that an email might be fake. Know the rules for being safe near roads.</p> <p>Explore that people and things can influence me and that I need to make the right decision for me. Explore choices and decisions that I can make. Understand that other people can influence our choices. Learn what to do in a medical emergency including calling the emergency services. Know that bites and stings can sometimes cause an allergic reaction. Know that it is important to maintain the safety of myself and others before giving first aid.</p>

	Year 4	Year 5
Safety and the Changing Body	<p>Discuss how to seek help if I need to. Explore what to do if an adult makes me feel uncomfortable. Learn about the benefits and risks of sharing information online. Understand that there are risks to sharing things online. Know the difference between private and public.</p> <p>Discuss the benefits of being a non-smoker. Understand the risks associated with smoking tobacco. Discuss some physical and emotional changes of puberty. Understand the physical changes to both male and female bodies as people grow from children to adults.</p> <p>Learn how to help someone who is having an asthma attack. Know that asthma is a condition which causes the airways to narrow.</p>	<p>Develop an understanding of how to ensure relationships online are safe. Know the steps to take before sending a message online (using the THINK mnemonic). Know some of the possible risks online.</p> <p>Learn to make for and against arguments to help with decision making. Know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>Learn about the emotional changes during puberty. Identify reliable sources of help with puberty. Understand the process of the menstrual cycle. Know the names of the external sexual parts of the body and the internal reproductive organs. Know that puberty happens at different ages for different people.</p> <p>Learn how to help someone who is bleeding. Know how to assess a casualty's condition.</p>
	Year 6	
	<p>Develop an understanding about the reliability of online information. Explore online relationships including dealing with problems. Understand that online relationships should be treated the same way as face-to-face relationships. Know where to get help with online problems.</p> <p>Discuss the reasons why adults may or may not drink alcohol. Understand the risks associated with drinking alcohol.</p> <p>Discuss problems which may be encountered during puberty and using knowledge to help. Understand how a baby is conceived and develops.</p> <p>Learn how to help someone who is choking. Place an unresponsive patient into the recovery position. Know how to conduct a primary survey (Using DRSABC)</p>	

	By the end of EYFS	Year 1
Citizenship	<p>Begin to understand why rules are important in school.</p> <p>Know that we have rules to keep things fair, safe and enjoyable for everyone.</p> <p>Understand that we all have similarities and differences and that we are special.</p> <p>Know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Recognise why rules are necessary and the consequences of not following rules.</p> <p>Discuss how to meet the needs of different pets.</p> <p>Explore the differences between people.</p> <p>Recognise the groups that we belong to.</p> <p>Know the rules in school.</p> <p>Know that different pets have different needs.</p> <p>Understand the needs of younger children and that these change over time.</p> <p>Know that voting is a fair way to make a decision.</p> <p>Understand that people are all different and that this is a good thing.</p>

	Year 2	Year 3
Citizenship	<p>Explain why rules are in place in different settings.</p> <p>Identify positives and negatives about the school environment.</p> <p>Learn how to discuss issues of concern to me.</p> <p>Recognise the importance of looking after the school environment.</p> <p>Identify ways to help look after the school environment.</p> <p>Recognise the contribution people make to the local community.</p> <p>Know some of the different places where rules apply.</p> <p>Know that some rules are made to be followed by everyone and are known as laws.</p> <p>Know some of the jobs people do to look after the environment in school and the local community.</p> <p>Understand how democracy works in school through the school council.</p> <p>Understand that different groups of people make different contributions to the community.</p>	<p>Explore how children's rights help them and other children.</p> <p>Consider the responsibility that adults and children have to maintain children's rights.</p> <p>Discuss ways we can make a difference to recycling rates at home/school.</p> <p>Identify local community groups and discuss how these support the community.</p> <p>Understand the UN Convention on the Rights of the Child.</p> <p>Understand how recycling can have a positive impact on the environment.</p> <p>Know that the local council is responsible for looking after the local area.</p> <p>Know that elections are held where adults can vote for local councillors.</p> <p>Understand some of the consequences for breaking the rules.</p> <p>Understand the role of charities in the community.</p>

	Year 4	Year 5
Citizenship	<p>Discuss how we can help to protect human rights. Identify ways items can be reused. Explain why reusing items is of benefit to the environment. Identify the benefits different groups bring to the local community. Discuss the positives diversity brings to a community. Know that human rights are specific rights which apply to all people. Know some of the people who protect our human rights such as police, judges and politicians. Know that reusing items is of benefit to the environment. Understand that councillors have to balance looking after local residents and the needs of the council. Know that there are a number of groups which make up the local community.</p>	<p>Explain why reducing the use of materials is positive for the environment. Discuss how rights and responsibilities link. Explore the right to freedom of expression. Identify the contribution people make to the community and how this is recognised. Develop an understanding of how parliament and government work. Identify ways people can bring about change in society. Know what happens when someone breaks the law. Understand the waste hierarchy. Know that parliament is made up of the House of Commons, the House of Lords and the Monarch. Know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. Know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>
	Year 6	
	<p>Learn about environmental issues relating to food. Discuss how education and other human rights protect us. Identify causes which are important to us. Discuss how people can influence what happens in parliament. Discuss ways to challenge prejudice and discrimination. Identify appropriate ways to share views and ideas with others. Know that education is an important human right. Know that our food choices can affect the environment. Know that the Prime Minister appoints ministers who have responsibility for different areas such as healthcare and education. Know that prejudice is making assumptions about someone based on certain information. Know that discrimination is treating someone differently because of certain factors.</p>	

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

	Year 3	Year 4
Economic Wellbeing	<p>Consider pros and cons of payment methods.</p> <p>Contemplate budgeting benefits.</p> <p>Plan and calculate within a budget.</p> <p>Discuss attitudes and feelings about money.</p> <p>Develop empathy in financial situations.</p> <p>Handle negative financial emotions.</p> <p>Make ethical spending decisions.</p> <p>Assess the impact of spending choices.</p> <p>Reflect on future job goals.</p> <p>Challenge and understand workplace stereotypes.</p> <p>Rank factors influencing job choices.</p> <p>Know that we can pay for things using cash, a debit card, a credit card, online banking and digital wallets.</p> <p>Know that spending should be based on necessity, importance and available budget.</p> <p>Know that budgeting is planning how to spend and save money.</p> <p>Know that money can cause positive and negative feelings.</p> <p>Know how we spend money can affect other people and the environment, like buying environmentally friendly products.</p> <p>Know that different jobs contribute to our society in different ways.</p> <p>Know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race or other characteristics.</p> <p>Know that it is important to consider what they are good at and enjoy doing when choosing future careers.</p> <p>Know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.</p>	<p>Recognise value for money.</p> <p>Understand differing opinions on spending.</p> <p>Recognise how to track money spent and saved.</p> <p>Understand reasons for using a bank.</p> <p>Explore how to safeguard money effectively.</p> <p>Identify influences on job choices.</p> <p>Understand careers can change.</p> <p>Challenge workplace stereotypes.</p> <p>Know that getting value for money involves considering cost, usefulness and quality of items.</p> <p>Know that purchases can be influenced by needs, wants, peer pressure and advertising.</p> <p>Know that people often earn interest when they keep savings in a bank account.</p> <p>Know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them.</p> <p>Know that people often change their jobs or careers multiple times in their lives.</p> <p>Know that stereotypes can be made on age, gender, culture, ability and interest/hobbies.</p>

	Year 5	Year 6
Economic Wellbeing	<p>Discuss money risks and management.</p> <p>Make and prioritise budgets.</p> <p>Discuss money's role in career choices.</p> <p>Assess loan and borrowing responsibilities and suitability.</p> <p>Implement money safeguarding strategies.</p> <p>Navigate emotional implications in financial situations.</p> <p>Seek guidance for financial dilemmas.</p> <p>Integrate factors to inform career decisions.</p> <p>Know that being in debt means that you have spent more money than you have and owe money to others or the bank.</p> <p>Know the difference between income and expenditure.</p> <p>Know that borrowing money involves the responsibility to pay it back with interest.</p> <p>Know that when a bank or someone lends you money, they may ask you to pay back more than you borrowed. This is called interest.</p> <p>Know that they should be cautious about sharing financial information.</p> <p>Know that money can cause a range of emotions from stress and anxiety to happiness and excitement.</p> <p>Know that their educational choices and personal interests can play a significant role in determining future career options and opportunities.</p> <p>Know that it is important to challenge work-related stereotypes to create an inclusive and fair work environment.</p>	<p>Develop emotional intelligence related to financial matters.</p> <p>Apply coping strategies for managing financial emotions.</p> <p>Assess risks in both physical and digital financial environments.</p> <p>Implement safeguarding measures for money in real-world scenarios.</p> <p>Adapt to financial changes associated with transitioning to high school.</p> <p>Prepare personally for financial and career changes.</p> <p>Identify different forms of gambling and understand their risks.</p> <p>Apply responsible gambling attitudes in real-world situations.</p> <p>Recognise various workplace environments and their characteristics.</p> <p>Identify career options in multiple sectors.</p> <p>Evaluate the suitability of different career paths.</p> <p>Align career options with personal interests and strengths.</p> <p>Know that our emotions can be linked to money.</p> <p>Know that an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information.</p> <p>Know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others.</p> <p>Know that at high schools they may have to manage different types of expenses like lunches and travel costs.</p> <p>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.</p> <p>Know that gambling can cause people to lose a lot of money and can be addictive.</p> <p>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.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transition	<p>Recognise our own strengths.</p> <p>Understand that changes can be both positive and negative.</p>	<p>Identify people who can help us when we are worried about changes.</p> <p>Understand that change is part of life.</p>	<p>Learning strategies to deal with change.</p> <p>Understand that change often brings about more opportunities and responsibilities.</p>	<p>Recognise our own achievements.</p> <p>Set goals.</p> <p>Know that setting goals can help us to achieve what we want.</p>	<p>Recognise own skills and how these can be developed.</p> <p>Understand the skills needed for roles in school.</p>	<p>Explore a greater range of strategies to deal with feelings associated with change.</p> <p>Know that a big change can bring opportunities but also worries.</p>

Identity (Year 6 Only)	Year 6
	<p>Discuss the factors that make our identity.</p> <p>Recognise the difference between how we see ourselves and how others see us.</p> <p>Explore how the media might influence our identity.</p> <p>Know that identity is the way we see ourselves and also how other people see us</p>